

BOWDOIN COLLEGE

CATALOGUE FOR 2000-2001



BRUNSWICK, MAINE

AUGUST 2000

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In its employment and admissions practices, Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap.

The information in this catalogue was accurate at the time of publication. However, the College is a dynamic community and must reserve the right to make changes in course offerings, degree requirements, regulations, procedures, and charges.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

Bowdoin College and the other members of the New England Small College Athletic Conference take strong stands against abusive drinking and its negative side effects. The vast majority of students at these colleges who choose to drink alcohol do so responsibly. Those who abuse alcohol receive a combination of discipline and education.

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College Calendar

Note: Unless otherwise indicated, regular class schedules are in effect on holidays listed.

2000

August 22–26, Tues.-Sat.

August 26, Saturday

August 26–30, Sat.-Wed.

August 29, Tuesday

August 30, Wednesday

August 31, Thursday

September 4, Monday

September 15–16, Fri.-Sat.

September 16, Sat.

September 30–Oct. 1, Sat.-Sun.

October 6, Friday

October 6–8, Fri.-Sun.

October 9, Monday

October 19–21, Thurs.-Sat.

October 21, Saturday

October 27, Friday

November 1, Wednesday

November 22, Wednesday

November 27, Monday

December 8, Friday

December 9–12, Sat.-Tues.

December 13–18, Wed.-Mon.

December 19, Tuesday

2001

January 15, Monday

January 20, Saturday

January 22, Monday

February 23–24, Fri.-Sat.

March 1–3, Thurs.-Sat.

199th Academic Year

Pre-Orientation Trips

College housing ready for occupancy for first-year students only, 8:00 A.M.

Orientation

College housing ready for occupancy for upperclass students, 8:00 A.M.

Information Expo for upperclass students, Noon
Opening of College—Convocation,
3:30 P.M.

Fall semester classes begin, 8:00 A.M.

Labor Day

Alumni Council, Alumni Fund Directors, and BASIC Meetings

Common Good Day

Rosh Hashanah

Sarah and James Bowdoin Day

Parents Weekend

Yom Kippur

Meetings of the Board of Trustees

Homecoming

Fall vacation begins after last class.

Fall vacation ends, 8:00 A.M.

Thanksgiving vacation begins after last class.

Thanksgiving vacation ends, 8:00 A.M.

Last day of classes

Reading period

Fall semester examinations

College housing closes for winter break, Noon.

Martin Luther King, Jr. Day

College housing available for occupancy, 8:00 A.M.

Spring semester classes begin, 8:00 A.M.

Winter's Weekend

Meetings of the Board of Trustees

March 16, Friday	Spring vacation begins after last class.
March 17, Saturday	College housing closes for spring vacation, Noon.
March 31, Saturday	College housing available for occupancy, 8:00 A.M.
April 2, Monday	Spring vacation ends, 8:00 A.M.
April 6–7, Fri.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Meetings
April 8–15, Sun.-Sun.	Passover
April 13, Friday	Good Friday
April 15, Sunday	Easter
April 27–28, Fri.-Sat.	Ivies Weekend
May 9, Wednesday	Last day of classes; Honors Day
May 10–12, Thurs.-Sat.	Meetings of the Board of Trustees
May 10–13, Thurs.-Sun.	Reading period
May 14–19, Mon.-Sat.	Spring semester examinations
May 20, Sunday	College housing closes for non-graduating students, Noon.
May 25, Friday	Baccalaureate
May 26, Saturday	The 196th Commencement Exercises
May 26, Saturday	College housing closes for graduating students, 6:00 P.M.
May 31–June 3, Thurs.-Sun.	Reunion Weekend
2001	200th Academic Year (Tentative Schedule)
August 21–25, Tues.-Sat.	Pre-Orientation Trips
August 25, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 25–29, Sat.-Wed.	Orientation
August 28, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
August 29, Wednesday	Information Expo for upperclass students, Noon Opening of College—Convocation, 3:30 P.M.
August 30, Thursday	Fall semester classes begin, 8:00 A.M.
September 3, Monday	Labor Day
September 18–19, Tues.-Wed.	Rosh Hashanah
September 21–22, Fri.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Meetings
September 22, Sat.	Common Good Day
September 27, Thursday	Yom Kippur
October 12, Friday	Sarah and James Bowdoin Day
October 12–14, Fri.-Sun.	Parents Weekend
October 19, Friday	Fall vacation begins after last class.

October 24, Wednesday	Fall vacation ends, 8:00 A.M.
October 25–27, Thurs.-Sat.	Meetings of the Board of Trustees
October 27, Saturday	Homecoming
November 21, Wednesday	Thanksgiving vacation begins after last class.
November 26, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 7, Friday	Last day of classes
December 8–11, Sat.-Tues.	Reading period
December 12–17, Wed.-Mon.	Fall semester examinations
December 18, Tuesday	College housing closes for winter break, Noon.
2002	
January 19, Saturday	College housing available for occupancy, 8:00 A.M.
January 21, Monday	Martin Luther King, Jr. Day
January 21, Monday	Spring semester classes begin, 8:00 A.M.
February 21–23, Thurs.-Sat.	Meetings of the Board of Trustees
February 22–23, Fri.-Sat.	Winter's Weekend
March 15, Friday	Spring vacation begins after last class.
March 16, Saturday	College housing closes for spring vacation, Noon.
March 28–April 4, Thurs.-Thurs.	Passover
March 29, Friday	Good Friday
March 30, Saturday	College housing available for occupancy, 8:00 A.M.
March 31, Sunday	Easter
April 1, Monday	Spring vacation ends, 8:00 A.M.
April 5–6, Fri.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Meetings
April 26–27, Fri.-Sat.	Ivies Weekend
May 8, Wednesday	Last day of classes; Honors Day
May 9–11, Thurs.-Sat.	Reading period
May 9–12, Thurs.-Sun.	Meetings of the Board of Trustees
May 13–18, Mon.-Sat.	Spring semester examinations
May 19, Sunday	College housing closes for non-graduating students, Noon.
May 24, Friday	Baccalaureate
May 25, Saturday	The 197th Commencement Exercises College housing closes for graduating students, 6:00 P.M.
May 27, Monday	Memorial Day
May 30–June 2, Thurs.-Sun.	Reunion Weekend

2002	201st Academic Year (Tentative Schedule)
August 27–31, Tues.-Sat.	Pre-Orientation Trips
August 31, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 31–September 1, Sat.-Wed.	Orientation
September 2, Monday	Labor Day
September 3, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
September 4, Wednesday	Information Expo for upperclass students, Noon Opening of College—Convocation, 3:30 P.M.
September 5, Thursday	Fall semester classes begin, 8:00 A.M.
September 7–8, Sat.-Sun.	Rosh Hashanah
September 16, Monday	Yom Kippur
September 27–28, Fri.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Meetings
September 28, Saturday	Common Good Day
October 4, Friday	Sarah and James Bowdoin Day
October 4–6, Fri.-Sun.	Parents Weekend
October 17–19, Thurs.-Sat.	Meetings of the Board of Trustees
October 19, Saturday	Homecoming
October 25, Friday	Fall vacation begins after last class.
October 30, Wednesday	Fall vacation ends, 8:00 A.M.
November 27, Wednesday	Thanksgiving vacation begins after last class.
December 2, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 11, Wednesday	Last day of classes
December 12–15, Thurs.-Sun.	Reading period
December 16–21, Mon.-Sat.	Fall semester examinations
December 22, Sunday	College housing closes for winter break, Noon.
2003	
January 18, Saturday	College housing available for occupancy, 8:00 A.M.
January 20, Monday	Martin Luther King, Jr. Day
January 20, Monday	Spring semester classes begin, 8:00 A.M.
February 27–March 1, Thurs.-Sat.	Meetings of the Board of Trustees
February 28–March 1, Fri.-Sat.	Winter's Weekend
March 14, Friday	Spring vacation begins after last class.

March 15, Saturday	College housing closes for spring vacation, Noon.
March 29, Saturday	College housing available for occupancy, 8:00 A.M.
March 31, Monday	Spring vacation ends, 8:00 A.M.
April 4–5, Fri.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Meetings
April 17–24, Thurs.-Thurs.	Passover
April 18, Friday	Good Friday
April 20, Sunday	Easter
April 25–26, Fri.-Sat.	Ivies Weekend
May 7, Wednesday	Last day of classes; Honors Day
May 8–11, Thurs.-Sun.	Reading period
May 8–10, Thurs.-Sat.	Meetings of the Board of Trustees
May 12–17, Mon.-Sat.	Spring semester examinations
May 18, Sunday	College housing closes for non-graduating students, Noon.
May 23, Friday	Baccalaureate
May 24, Saturday	The 198th Commencement Exercises College housing closes for graduating students, 6:00 P.M.
May 26, Monday	Memorial Day
May 29–June 1, Thurs.-Sun.	Reunion Weekend

General Information

BOWDOIN is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,610 students (48 percent male, 52 percent female; last two classes 50/50 percent and 50/50 percent); about 240 students study away one or both semesters annually; 89 percent complete the degree within five years.

Faculty: Student/faculty ratio 10:1; the equivalent of 152 full-time faculty in residence, 94 percent with Ph.D. or equivalent; 18 athletic coaches.

Geographic Distribution in Class of 2003: New England, 52 percent; Middle Atlantic states, 21.6 percent; Midwest, 8.4 percent; West, 8.6 percent; Southwest, 1.1 percent; South, 4.5 percent; international, 4.5 percent. Thirty-eight states and twelve countries are represented. Minority and international enrollment is 12.8 percent.

Statistics: As of June 2000, 31,700 students have matriculated at Bowdoin College, and 24,032 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 14,549 graduates, 1,921 nongraduates, 134 honorary degree holders (54 alumni, 80 non-alumni), 42 recipients of the Certificate of Honor, and 254 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Sarah Orne Jewett Hall. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and College Relations offices are located at 83 and 85 Federal Street. The Office of Student Records, the offices of the deans of Student Affairs, and the Career Planning Center are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Security are in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

Telephone Switchboard: The College's central telephone switchboard is located in Coles Tower. All College phones are connected to this switchboard. The number is (207) 725–3000.

The Mission of the College

IT IS THE MISSION of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the 18th and 19th centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends...; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for aworld in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person, "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts, diverse social, geographic and racial backgrounds, and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students — notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially — perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety — of ideas, artistic expression, and exposure to other cultures and other races — so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than 200 years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the 20th century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education — the mission of the College — is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Historical Sketch

THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished “to make the desert bloom.”

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays’ Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor’s son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin’s bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the “Twelve-Rod Road” (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of “whispering” white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the “friends of piety and learning” in the District that “literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education.” The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for “pine”) and the Athenaeum, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or “mental philosopher,” in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state.

Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical “dissenters” on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen*, which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the “Declaration” of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn’s Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose “Morituri Salutamus,” written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose “Jack Downing” sketches more or less invented a genre, and Jacob Abbott (1820), author of the many “Rollo” books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson’s impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen’s Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin’s first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that “the Civil War began and ended in Brunswick, Maine,” has some truth to it. While living here in 1850-51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom’s Cabin*, some of it in her husband’s study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student “rebellion” against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde—a prolific writer in national journals—proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell, Jr. '58 was inaugurated at the age of 33. The youngest college president in the country, and a highly respected scholar in the field of 17th-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate—for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He has reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993-94, he presided over the College's celebration of the 200th anniversary of its founding. A capital campaign, concluded in 1998, brought in \$135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of

Cleaveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orrs Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration and improvements to the Chapel. In addition, two new residence halls, Stowe and Howard Halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999.

In 1996-97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaces the system of residential fraternities, which were phased out in May 2000.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802-1807
Jesse Appleton	1807-1819
William Allen	1820-1839
Leonard Woods, Jr.	1839-1866
Samuel Harris	1867-1871
Joshua L. Chamberlain	1871-1883
William DeWitt Hyde	1885-1917
Kenneth C. M. Sills	1918-1952
James S. Coles	1952-1967
Roger Howell, Jr.	1969-1978
Willard F. Enteman	1978-1980
A. LeRoy Greason	1981-1990
Robert H. Edwards	1990—

Admission to the College

IN MAY 1989, THE GOVERNING BOARDS of Bowdoin College approved the following statement on admissions:

Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.

At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will offer studies in arts, music, and computer science. We strongly recommend that students have typing or keyboard training.

Candidates applying to Bowdoin College are evaluated individually by members of the admissions staff in terms of six factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations and Bowdoin interview, application and essay, overall academic potential, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

Application materials include the Common Application and the Bowdoin Supplement. Both are included in the Bowdoin College Viewbook. The Common Application is also available through high school guidance offices. Copies of the full application or Bowdoin supplementary materials may be obtained by contacting the Office of Admissions, or through the Bowdoin College World Wide Web site.

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation Forms. The Bowdoin Supplement includes a supplementary essay; a Mid-Year School Report; optional Arts and Athletics supplements; the Early Decision form if applicable; and, for those who wish to be considered for financial aid, the Bowdoin Financial Aid Application. Applicants for admission must also submit the \$55 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee (\$55) as early as possible in the senior year. The deadline for receiving regular applications is *January 1*. In addition to the primary essay required as part of the Common Application, Bowdoin requests that candidates submit a supplementary essay describing the positive impact that one outstanding secondary school teacher has had on the candidate's intellectual development.

2. *School Report*: The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations*: Each candidate is required to submit two teacher recommendations, which should be given to two academic subject teachers for completion and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores*: Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. This past year, approximately 15 percent of Bowdoin's accepted applicants decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for seeing that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions Committee. Students choosing to submit their SAT or ACT and SAT II test scores should complete all examinations no later than January of the senior year.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling. (See also Home-Schooled Applicants, p. 11.)

5. *Visit and Interview*: A personal interview at Bowdoin with a member of the admissions staff, a senior interviewer, or an alumnus or alumna is *strongly encouraged* but not required. If a campus visit is not possible, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide an interview that is closer to home. (For further information on BASIC, see page 261.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential are often helpful to the Admissions Committee. Twelve carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement

regular staff appointments from September through December. On-campus interviews are available from the third week in May to December 31.

The Admissions Office schedules interviews throughout the year, except from January 1 to the third week in May, when the staff is involved in the final selection of the class.

6. *Notification:* All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any first-year candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a \$300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard College Board form.

Early Decision

Each year Bowdoin offers admission to approximately 35 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option, since it may resolve the uncertainty of college admission early in the senior year. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must state in writing that they wish to be considered for Early Decision and that they *will enroll if admitted*. Early Decision candidates are encouraged to file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted on an Early Decision basis.

2. The Common Application and essays, accompanied by a request for Early Decision, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of \$55 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by late December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's "Profile" will be notified of the amount of their award soon after they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin prior to the application deadlines.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement. Applicants need not be deterred from applying for Early Decision because they have not completed the CEEB or ACT tests.

5. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

6. Applications that are not accepted under the Early Decision program may be transferred to the regular applicant pool for an additional review. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, some students may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admission.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will reconsider the offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the vice president for admissions prior to May 1, explaining the reasons for delaying matriculation. It is Bowdoin's practice to honor most of these requests and to hold a place in the next entering class for these students as long as the student agrees to withdraw all applications at other colleges or universities. A \$300 nonrefundable admissions deposit must accompany the deferral request.

Admission with Advanced Standing

Bowdoin recognizes the College Entrance Examination Board Advanced Placement and the International Baccalaureate programs and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to take advantage of advanced curriculum offerings and to have test results sent to the Admissions Office. Inquiries may be directed to the Office of Student Records.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate Program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are highly encouraged to submit SAT I and SAT II or ACT test results. SAT II tests should include Math IC or Math IIC and a science. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 1998–99, 406 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin. Of these, 50 were admitted and 21 enrolled.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Common Application, the required essays, and the International Student Supplement, which is available from the Admissions Office or from the Bowdoin College Web site.

2. Students whose first language is not English should submit official results of the Test of English as a Foreign Language (TOEFL) by January 1.

3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form and the Bowdoin Financial Aid Application when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has designated three to four fully funded scholarships for international students for each entering class. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these exceptional financial aid packages tends to be intense. Both first-year and transfer applicants who wish to be considered for financial aid should submit required materials by January 1.

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Transfer Student Supplement (available from the Admissions Office or Bowdoin's Web site) with the \$55 application fee by March 1 for fall admission or by November 15 for mid-year admission. **International students** should file the application by January 1 for fall admission or by November 15 for mid-year admission and include the Transfer Student Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in late April or May. Candidates for January admission are notified in mid-December.

2. Transfer candidates usually present academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the Office of Student Records and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. All transfer students are eligible for aid, based on financial need. **U. S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's "Profile" by March 1. **International applicants** for aid must file the College Scholarship Service Foreign Student Financial Aid Form by January 1. Financial aid usually is not available for transfer students applying for January admission.

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. One or two courses are charged at a special rate of \$2,000 per credit (\$1,000 per half-credit). No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the \$55 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

APPLICATION FOR FINANCIAL AID

Need-Blind Admissions Policy

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and to meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that the budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.

For the past seven years, financial need has *not* been a criterion in the selection of candidates for admission with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

The resources budgeted for financial aid have increased significantly each year. In addition, the capital campaign completed in 1998 has added \$29 million in endowment for financial aid, and fund-raising continues to address this need.

Procedure for Application for Financial Aid

Students who wish to be considered for financial aid must apply each year. The primary financial aid document is the College Scholarship Service's "Profile." In addition, the Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for all federal grant and loan programs. A brief supplement, the Bowdoin Financial Aid Application (BFAA), is included with the application materials for admission to the College to ensure that our Student Aid Office is aware of a candidate's intent to file for aid. Application deadlines are given below. Returning students will be issued forms as part of their renewal package in March.

Cost should not discourage students from applying to Bowdoin College. Through its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In 1999–2000, approximately 36 percent of the entering class of 464 students were awarded need-based grants. The average award of grant, loan, and job was \$19,665. The amount of assistance intended to meet the individual's need

is calculated from the information in the College Scholarship Service's "Profile." Additional material about the program of financial aid at Bowdoin can be found on pages 16–20. Awards of financial aid are announced soon after letters of admission have been sent.

Summary of Application Deadlines

Application materials for admission and student aid include the completed Common Application with supplementary essay, the Bowdoin Financial Aid Application or Foreign Student Financial Aid Application, the College Scholarship Service "Profile," and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns

February 15: FAFSA

Early Decision II

January 1: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns

February 15: FAFSA

Regular Admission

January 1: Common Application and supplementary essay

February 15: Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns

Transfer Applicants

Fall: March 1: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns

Spring: November 15: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application.

Note: Financial aid is often not available for spring transfer students.

International Applicants

First-Year Students and Fall Transfers:

January 1: Common Application and supplementary essay, International Student Supplement, Transfer Supplement if applicable, TOEFL Report, Foreign Student Financial Aid Form.

Spring Transfers: November 15: Common Application and supplementary essay, International Student Supplement, Transfer Supplement, TOEFL Report, Foreign Student Financial Aid Form.

Note: Canadian students should file a Profile and Canadian tax returns instead of the Foreign Student Financial Aid Form.

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5010 College Station, Brunswick, ME 04011; Tel. (207) 725-3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. (207) 725-3273; FAX: (207) 725-3864.

Financial Aid

BOWDOIN COLLEGE's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College with the full amount of needed assistance. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as grants should also be responsible for a portion of their expenses. Consequently, loans and student employment will generally be part of the financial aid award. Applications for financial aid should be submitted to the director of student aid on or before the appropriate deadline. Submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Approximately 50 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. Students receiving endowed funds may be asked to communicate with donors. Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

In 1999–2000, Bowdoin distributed a total of about \$12,865,680 in need-based financial aid. Grants totaled about \$9,599,950 in 1999–2000 and were made to approximately 37 percent of the student body. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. The College provides about \$874,965 to aid recipients each year from loan funds under its control; another \$1,623,965 in loan aid comes from private lenders under the terms of the Federal Stafford program.

Application for Financial Aid

Students who wish to be considered for financial aid must submit an application each year. All candidates for aid who are United States or Canadian citizens must submit the College Scholarship Service "Profile" form and the Bowdoin Financial Aid Application by the date specified on the application for admission. U. S. citizens must also file the Free Application for Federal Student Aid (FAFSA) by February 15. In lieu of the Profile and FAFSA, international candidates should file the College Scholarship Service's (CSS) Foreign Student Financial Aid Application concurrently with their application for admission.

The FAFSA is used to determine eligibility for the following aid programs at the College: Pell Grants provided by the federal government; Federal Supplementary Education Opportunity Grants (SEOG); Federal Perkins Loans (formerly NDSL); Federal Stafford Loans (formerly GSL); and Federal Work Study jobs. The Bowdoin Financial Aid Application and the "Profile" are used to determine the family's need for Bowdoin College scholarship grants and Bowdoin College Consolidated Loans.

Domestic transfer students applying for aid must file the FAFSA with the federal processor and the "Profile" with the College Scholarship Service by March 1 and send the Bowdoin Financial Aid Application and a Financial Aid Transcript (available from their previous college) to the Student Aid Office.

Whether a student receives financial aid from Bowdoin or not, long-term, low-interest loans under the Federal Stafford Loan program are available. Such loans are generally provided by private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the Bowdoin Financial Aid Application, the FAFSA, and the “Profile,” they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 Forms each year. The College’s Financial Aid Committee will not take action on any aid application until sufficient documentation has been submitted.

Eligibility for Aid

To be eligible for aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis;
2. Demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices; and
3. Satisfy academic and personal requirements as listed in the Financial Aid Guide that accompanies an award of aid.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is eligible for Bowdoin aid for a maximum of eight semesters. The College’s Financial Aid Committee may, at its own discretion, award a ninth semester of aid.

The amount and types of aid a student may receive are limited by calculated need as determined by the College’s Financial Aid Committee. If funds are not sufficient to meet the full need of eligible students in any year, the Committee will adopt procedures to assure that the greatest number of eligible candidates will receive the greatest proportion of the aid they need.

All awards of financial aid made in anticipation of an academic year, including the first year, will remain in effect for the full year unless the student’s work is unsatisfactory. Students may also be assured of continuing financial aid that meets their need in subsequent years if their grades each semester are such as to assure progress required for continued enrollment (see Academic Standards and Regulations, Deficiency in Scholarship,” pages 35–36).

Awards to students whose work is unsatisfactory may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

Determination of Need

College policy is to meet a student’s full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin’s costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veteran’s benefits.

Parental assistance from income and assets is determined from the information submitted on the FAFSA, “Profile,” and Bowdoin Financial Aid Application. It is presumed that both of the parents or legal guardians are responsible for the student’s educational expenses, including the continuing obligation to house and feed the student, to whatever extent is possible. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student assets at the time the first application is filed are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation. Students are not required to use their savings, and may choose to make up this amount in other ways. If a student decides to use those savings over fewer years or for other purposes, Bowdoin will continue to include the prorated amount in its calculation of student assets.

The College expects students to earn a reasonable amount during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college and the prevailing economic conditions, but it generally is the same for all aid recipients in each class.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

Aid Awards

Awards are a combination of scholarship grants and self-help, i.e., a loan offer and a campus earnings expectation. The College determines both the type and amount of aid that will be offered to each student. The aid combination, or package, varies each year depending upon a student's need. Even if the total amount of aid remains unchanged, the family should expect the scholarship grant to decrease by \$150 to \$200 per year and the annual self-help portion to increase by the same amount.

Scholarship grants are gift aid provided without student obligation of any kind. No repayment of the scholarship grant is expected. These awards come from a variety of sources such as endowed funds, current gifts, and the federal government, including any Pell grant a student may receive. Students are automatically considered for all grants and therefore do not apply for specific awards.

Bowdoin College Loans, Stafford Loans, and Perkins Loans are available to students to cover payment of educational expenses. Parents are typically not legally responsible for repayment of these loans. The loan portion of an aid package is an offer; students often are eligible to borrow in excess of the amount offered. The scholarship grant will not be affected by a student's decision to accept or decline all or any part of the loan. An additional parental contribution or extra summer or campus earnings may be used to replace the loan at the discretion of the student and the family. Long-term loans may also be made to students not receiving scholarship grants.

These loans, including Stafford Loans, Perkins Loans, and Bowdoin College Consolidated Loans, usually bear no interest during undergraduate residence. As of July 1994, interest is charged at 5 percent for the latter two loans; interest on Stafford Loans is variable, with a maximum rate of 8.25 percent. Payment over a ten-year period begins six months after graduation or separation, or after graduate school; two or three years of deferment are possible for various categories of service or internships. Perkins Loans also provide for the cancellation of some payments for persons who become teachers and/or who serve in the Peace Corps or Vista, and for several other types of service.

Small, short-term loans are available upon application at the Controller's Office.

Bowdoin National Merit Scholarships

In the fall of 1999, Bowdoin College began to sponsor National Merit Scholarships. Winners of these awards who do not demonstrate financial need will receive a \$1,000 award from the National Merit Corporation, renewable up to four years. Bowdoin National Merit scholars demonstrating need will receive \$2,000 awards from the National Merit Corporation and all remaining need will be met with Bowdoin grant aid and on-campus employment.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from a campus earnings expectation, which is included in the financial aid award. The student may choose to work or not; this decision has no further effect upon the scholarship grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College and employment by outside agencies represented on the campus or located in the community. College policy is to give priority in hiring to students with recognized financial need. However, employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. The annual student payroll currently stands at about \$1,365,700.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs previously mentioned. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

First-Year Student Awards

About 180 entering students each year receive prematriculation awards to help them meet the expenses of their first year. Recently the awards have ranged from \$500 to \$32,000. As noted above, some awards are direct grants, but most also include loan offers. The size and nature of these awards depend upon the need demonstrated by the candidates. The application process and deadlines are described on pages 13–14. Candidates will be notified of a prematriculation award soon after they are informed of the decision on their applications for admission, usually about April 5.

Upperclass Awards

Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their financial need and academic progress. All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by April 15 each year. The director of student aid will make the appropriate forms available each year and will provide notification of application requirements and filing deadlines.

It is the responsibility of the student to submit all required forms on time according to the dates published by the Student Aid Office. Upperclass students and their families must complete the Bowdoin Financial Aid Application, the Free Application for Federal Student Aid (FAFSA), and the “Profile” of the College Scholarship Service for each year that aid is requested. Upperclass students file for aid between March and April; award notifications are mailed in early July.

Normally, awards are made at the end of one academic year in anticipation of the next, but applications or requests for a financial aid review may be made in December for aid to be assigned during the spring semester on a funds-available basis.

Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Foreign Student Awards

Bowdoin has a limited number of fully funded financial aid awards for foreign students. To be considered for these awards, the student must file the College Scholarship Service’s Foreign Student Financial Aid Application, which is available from the Admissions Office. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit a Profile instead of the Foreign Student Financial Aid Form.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. Awards up to full tuition are possible for those attending Harvard University’s medical, law, or business schools. In 1999–2000, Bowdoin provided \$355,250 in graduate scholarship assistance to 75 students. Further information about these scholarships is available through the Student Aid Office.

Special Funds

Income from these funds is used to assist students with special or unexpected needs. Further information is available through the Office of the Dean of Student Affairs.

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Guide that accompanies an award of aid and is available upon request. Questions about Bowdoin’s aid programs may be addressed to the director of student aid.

Expenses

COLLEGE CHARGES

The charges for tuition, room rent, board, and fees for 2000–2001 are listed below. These do not include costs for travel, books, or personal expenses; students must budget for such items on their own. For planning purposes, students and parents should anticipate that tuition and other charges may increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester		Total For the Year
	Fall	Spring	
Tuition	\$12,672.50	\$12,672.50	\$25,345.00
Board	1,885.00	1,885.00	3,770.00
Room Rent			
Residence Halls	1,495.00	1,495.00	2,990.00
Pine and Harpswell St. Apts.	1,770.00	1,770.00	3,540.00
Other Apartments	1,535.00	1,535.00	3,070.00
Student Activities Fee*	135.00	135.00	270.00
Health Plan Fee*	137.50	137.50	275.00
Telecommunications			
Service**	50.00	50.00	100.00

*Mandatory fees for all enrolled students.

**Applicable to students in College housing.

Off-Campus Study Fees

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2000–2001 is \$600 per semester or \$750 for a full academic year at a single institution or program. The fee is waived for students attending certain programs with which Bowdoin maintains a consortial relationship. Details are available from the Office of Off-Campus Study.

The Bowdoin student health policy remains in effect while a student studies elsewhere, unless the student is obliged to purchase a similar insurance from that program. Further details are available from the Bursar.

Registration and Enrollment

All continuing students are required to register during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers for classes after the first week of classes must pay a \$20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$20 is assessed for late submission of the Enrollment Form.

A \$300 Re-enrollment Deposit is due about April 1 from all students planning to continue at Bowdoin the following fall semester. Students may not register for classes or apply for housing unless this deposit has been paid. The deposit is an advance payment against the fall semester tuition and will be shown on the bill for that term. The deposit is forfeited if a student registers and then transfers or resigns from the College before the Fall 2000 semester.

Refunds

Refunds of tuition and fees for students leaving the College during the course of a semester will be made in accordance with the following refund schedule:

During the first two weeks.....	80%
During the third week.....	60%
During the fourth week.....	40%
During the fifth week.....	20%
Over five weeks.....	No refund

Refunds for board and room will be prorated on a daily basis in accordance with the student’s attendance as it relates to the College’s calendar, after adjustments for fixed commitments and applicable overhead expense. *Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds.* Financial aid awards will be credited in proportion to educational expenses as stipulated in a student’s award letter, but in no case will they exceed total charges to be collected. Title IV aid will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student’s leaving.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 16–20.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The Director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union, Wentworth Hall, or a fraternity. Students who live in Bowdoin facilities, except apartments, are required to take a 19-meal or 14-meal board plan. Partial board packages are available to students living off campus or in College-owned apartments.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. The student health fee covers health and accident insurance, in which all students are enrolled. The health insurance provides year-round coverage whether a student is enrolled at Bowdoin or in an off-campus study program.

A pamphlet specifying the coverage provided by the student health policy is available from the Health Center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence or recognized fraternity must be registered with Campus Security. The registration decals cost \$10 for students living in College housing. Vehicles must be registered each academic year. Failure to register a motor vehicle will result in a \$25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of vehicles parked on campus. Parking on campus is limited and students will be assigned parking areas according to their living locations.

PAYMENT OF COLLEGE BILLS

Bills for the tuition, board, room rent, and fees for the fall and spring semesters will be sent on or about July 15 and December 15, and are due August 1 and January 6, respectively. Credits (funds actually received) and tentative credits (expected credits) will also appear on the bill. Bowdoin scholarship grants, payments from the family, and any other cash payments are examples of credits. Non-Bowdoin scholarship aid that has been reported, Bowdoin loan offers, and payment plan contracts are tentative credits. The balance due is the difference between all charges and all credits.

Bills are sent to the student unless the Bursar is requested to direct them to someone other than the student.

Students and their parents or guardians may pay the College charges as they fall due each semester, or by using one of the installment payment plans offered by Academic Management Services, Key Education Resources, or Tuition Management Systems. They may also arrange to pay the total due by using a mixture of these two payment options.

The payment dates in the payment plans may not be deferred for the convenience of families using Stafford and parent loans, or other tuition payment programs. Both long- and short-term financial arrangements should be made far enough in advance to assure payment on the required dates. *Students with unpaid bills may not register for or attend classes, nor are they eligible for off-campus study, academic credit, transcripts, or degrees.*

By registering for classes, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if the student officially withdraws from the College prior to the start of classes. Later withdrawals are subject to the published refund schedule (see Refunds).

After the first week of classes, the College reserves the right to remove any student from classes, and from College housing, who has not satisfied his or her financial obligations. Any campus meal plan will also be terminated at that time and the student will be placed on involuntary leave of absence (see Academic Standards and Regulations, p. 37).

The Curriculum

BOWDOIN RECOGNIZES through its course offerings and requirements the importance of relating a liberal education to a world whose problems and needs are continually changing. The College does not prescribe specific courses for all students. Rather, each student determines an appropriate program of liberal arts courses within the framework of the College's academic standards and in consultation with an academic advisor.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The requirements for the degree include completion of a minimum number of courses, residence at the College for a minimum time, fulfillment of the distribution requirements, and completion of a major. A student must achieve minimum grades in order to remain enrolled at Bowdoin.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment of the first year. Faculty members may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students declare their majors during the second semester of the sophomore year, and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

1. Successfully passed thirty-two full-credit courses or the equivalent;
2. Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
3. Completed at least two courses in each of the following divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts—and two courses in non-Eurocentric studies; and
4. Completed a major, be it a departmental major, two departmental majors, a coordinate major, an interdisciplinary major, or a student-designed major (a departmental minor may be completed with any of the preceding).

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take two courses from each of the three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts. Students must also take two courses in non-Eurocentric studies; a course that satisfies the non-Eurocentric studies requirement may also count for its division. These requirements may not be met by Advanced Placement or International Baccalaureate credits, but may be met by credits earned while studying away from Bowdoin. Distribution requirements should normally be completed by the end of the sophomore year. Areas of distribution are defined as follows:

Natural Science and Mathematics: Biochemistry, biology, chemistry, computer science, geology, mathematics, neuroscience, physics, and certain environmental studies and psychology courses. (Designated by the letter *a* following a course number in the course descriptions.)

Social and Behavioral Sciences: Africana studies, economics, government, psychology, sociology and anthropology, and certain Asian studies, environmental studies, history, and women's studies courses. (Designated by the letter *b* following a course number in the course descriptions.)

Humanities and Fine Arts: Art, Chinese, classics, dance, education, English, film, German, Japanese, music, philosophy, religion, Romance languages, Russian, theater, most history courses, and certain Asian studies and women's studies courses. (Designated by the letter *c* following a course number in the course descriptions.)

Non-Eurocentric Studies: Students must take two courses that focus on a non-Eurocentric culture or society, exclusive of Europe and European Russia and their literary, artistic, musical, religious, and political traditions. The requirement is intended to introduce students to the variety of cultures and to open their minds to the different ways in which people perceive and cope with the challenges of life. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on African American, Native American, or Latin American cultures will meet the requirement. Language courses do not meet this requirement. (Designated by the letter *d* following a course number in the course descriptions.)

THE MAJOR

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 48. Interdisciplinary majors are described beginning on page 167.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until spring of the sophomore year. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental Major

Departmental majors are offered in the following areas:

Africana Studies	Government and Legal Studies
Anthropology	History
Art History	Mathematics
Asian Studies	Music
Biochemistry	Neuroscience
Biology	Philosophy
Chemistry	Physics and Astronomy
Classics	Psychology
Classics/Archaeology	Religion
Computer Science	Romance Languages
Economics	Russian
English	Sociology
French	Spanish
Geology	Visual Arts
German	Women's Studies

A student may choose to satisfy the requirements of one department (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see page 118.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

- Art History and Archaeology
- Art History and Visual Arts
- Chemical Physics
- Computer Science and Mathematics
- Geology and Chemistry
- Geology and Physics
- Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 167–68.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of Student Records. Student-designed majors require the approval of the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments offer a minor:

Anthropology	Government and Legal Studies
Art (Art History or Visual Art)	History
Biology	Mathematics
Chemistry	Music
Classics (Greek, Latin, Classics, Archaeology, or Classical Studies)	Neuroscience
Computer Science	Philosophy
Dance*	Physics and Astronomy
Economics	Psychology
Education*	Religion
English	Romance Languages (French or Spanish)
Geology	Russian
German	Sociology
	Theater*

The following programs offer a minor:

Africana Studies	Latin American Studies
Asian Studies	Women's Studies
Gay and Lesbian Studies	

* These programs offer only a minor.

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and are required to enroll in no fewer than four credits each semester. Students wishing to take more than five credits must receive approval from the dean of student affairs. A student may not take five credits while on academic probation or, in the case of first-year students, in the semester following the receipt of an F, without approval from the dean of student affairs. Juniors or seniors who are within sixteen credits of graduating and have accumulated extra credits may carry a three-credit load once during any of their last four semesters at Bowdoin. Other students who, for extreme personal or medical reasons, may wish to carry a reduced load must seek approval from the Recording Committee and must provide a plan for making up the credit. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters.

Attendance and Examinations

Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, instructors may require documentation of excuses from the Dudley Coe Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of Student Records. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King, Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2000:	
Rosh Hashanah	September 30
Yom Kippur	October 9
2001:	
Martin Luther King, Jr. Day	January 15
First Day of Passover	April 8
Good Friday	April 13
Easter	April 15

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum size limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of Student Records by 5:00 P.M. on the day specified in the Schedule of Course Offerings. Students receive initial notification of their courses within a few days, and Phase II Registration then gives those students who were not registered for four courses the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register by e-mail or fax at the same time that students are registering on campus. Materials are sent to students who are away in advance of the registration period.

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms returned late are subject to a \$20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a \$20 late fee.

Once classes begin, students may adjust their course schedules by submitting an add/drop card to the Office of Student Records. Students have two weeks to make the necessary adjustments to their schedules. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have six weeks to drop a course; this longer period for new students recognizes the fact that new students sometimes undergo

a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a \$20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students receive periodic notices of the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293, or 294**. An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401 or higher**. Independent study may not be taken on a Credit/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course.

Faculty report grades to the Office of Student Records at the close of the semester. Grade reports are sent to students shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Faculty legislation prohibits calculation of a student's grade point average (GPA) or class rank for any purpose other than determining honors.

Credit/Fail Option

A student may choose to take a limited number of courses on a Credit/Fail basis as opposed to a graded basis. Courses to be taken on a credit/fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of D or above, and a grade of F is given otherwise.

A student may elect no more than one course of the normal four-course load each semester on a Credit/Fail basis, although a student may elect a fifth course any semester on a Credit/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/Fail basis; courses in excess of the thirty-two required may be taken for Credit/Fail without limit as to number. Courses that can only be taken Credit/Fail (most music ensemble and dance performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/Fail basis. No course may be changed from graded to Credit/Fail or vice versa after the second week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If approved, the Incomplete Agreement Form is signed by all necessary individuals, and a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of Student Records will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to this rule or a change of the specified time limit may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty may communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports

providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately discuss corrective assistance with his or her instructor. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of Student Records will furnish official transcript copies upon written request. There is no charge for transcripts unless the student requests that materials be sent by an overnight delivery service.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. *In May 1999, the Bowdoin faculty voted to change the criteria used to award general honors. These new criteria, which follow, affect students who matriculate in fall 1999 (Class of 2003) or later.* General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but an F grade received in a course taken on a Credit/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

The following criteria affect students who matriculated in academic years 1997 or 1998. A degree *summa cum laude* requires a GPA of 3.85 or higher; a degree *magna cum laude* requires a GPA of 3.70 or higher; and a degree *cum laude* requires a GPA of 3.50 or higher.

Courses taken off campus at one of the Colby, Bates, and Bowdoin Consortium sites are considered Bowdoin courses. Grades earned in these courses are included in GPA calculations.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective credit/fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken credit/fail, but only one credit may be for a course(s) the student chose to take credit/fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 33, above.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students may be placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In the computation of cumulative grades for probation, suspension, or dismissal, note that grades earned in the first semester of the first year are given half weight.

Academic Probation

Students will be placed on academic probation for one semester if they:

1. Receive two Fs, one F and two Ds, or four Ds in their first semester as first-year students at Bowdoin;
2. Receive one F or two Ds in any one subsequent semester;
3. Receive one D while on academic probation;
4. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students will be placed on academic probation for one semester upon returning from academic suspension. Students who are on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students will be subject to academic suspension if they:

1. Receive four Fs in their first semester as first-year students at Bowdoin;
2. Receive two Fs, one F and two Ds, or four Ds in any subsequent semester;
3. Receive one F or two Ds while on academic probation;
4. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student who is suspended for academic deficiency normally is suspended for one academic year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission to the dean of student affairs. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of Student Records will send course information to the student's permanent address unless an alternative address has been provided. The student will be unable to participate in course registration until the first day of classes of the semester in which he or she returns. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written

permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves must begin at the start of a regular semester and may not extend beyond two terms.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Materials will be sent to their permanent address unless an alternative address has been provided. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical Leave of Absence

Medical and emotional circumstances sometimes force students to temporarily interrupt their Bowdoin education and take a medical leave of absence. To initiate a request for a medical leave, the student or his/her advocate (advisor, parent, member of the Health Center or Counseling Center staffs, etc.) should contact a dean who will coordinate the leave and subsequent readmission. Approvals for a medical leave of absence and the conditions associated with the leave will be provided in writing to the student by the dean. Readmission typically is dependent on the following:

1. Receipt of a letter from the student requesting formal readmission and summarizing the student's treatment and personal progress during his/her time away from Bowdoin.
2. Recommendation to the dean of student affairs from the Bowdoin College Health Center and/or Counseling Service in consultation with the student's attending physician and/or counselor. In preparation, the student should authorize the physician and/or counselor to release any information important to the Health Center and/or Counseling Service's evaluation.

Students on medical leave of absence will be unable to participate in course registration until the first day of classes after they return (the add/drop period). Once a student is readmitted, the Office of Student Records will send course information to his or her permanent address unless an alternative address has been provided. While on medical leave, students may take courses with the permission of the dean of student affairs and as long as this does not interfere with their recovery and ability to return to Bowdoin. Students on medical leave will be ineligible for housing until after they have been readmitted; however there is no guarantee that College housing will be available at that time.

Students on medical leave are not considered enrolled at Bowdoin and are expected to leave the College community. Further, they are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are permitted to submit applications for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted. Students on medical leave retain financial aid eligibility if they adhere to College deadlines.

Involuntary Leave of Absence

In unusual circumstances, the dean of student affairs may place students on an involuntary leave of absence. Students who pose a serious threat to themselves or others may be subject to an involuntary leave for medical reasons, while students who are unable to pay their College bills may be subject to an involuntary leave for financial reasons. The dean coordinating an involuntary leave does so in consultation with the student and his/her parents and other appropriate individuals (director of the Health Center or Counseling Service, the College bursar, etc.).

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. With the exception of work completed in an approved off-campus study program or at an institution with which the College maintains a consorial relationship, it is normally expected that all of a student's coursework after matriculation will be completed at Bowdoin.

The College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

Academic Standards and Regulations

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence, or Internet programs, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of Student Records for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on a Credit/Fail basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of Student Records, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. With the exception of courses taken through the Colby, Bates, and Bowdoin Consortium, course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of Student Records in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Further regulations concerning transfer of credit from academic-year off-campus study programs can be found in the section on Off-Campus Study on page 44.

Graduation

Students must complete and submit to the Office of Student Records the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of student who are subject to suspension or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petitions can be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending of the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. (A dean's signature on a petition signifies that the dean and student have discussed the petition and petition process; it does not necessarily mean that the dean approves of or supports the petition.) Students are notified of the outcome by a letter from the Recording Committee.

Academic Skills Programs

The Baldwin Center for Learning and Teaching

The Baldwin Center for Learning and Teaching opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the center offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the center offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

In addition, the Baldwin Center provides a resource for faculty on teaching methods, pedagogical innovations, and student learning styles and needs. The director works with the Committee on Teaching and others to develop programs that support faculty members in their efforts to understand and improve learning in their classrooms.

Quantitative Skills Development Program

The ability to understand and use quantitative information is increasingly important in political and economic life. To be effective, citizens should be able to interpret graphs and tables, understand quantitative relationships, and draw conclusions from data. Many courses in science and social science use such skills, but some entering college students are not prepared to get the most from these courses. Begun in 1996–97, the Quantitative Skills Development Program encourages all Bowdoin students to develop competence and confidence in using quantitative information. Entering students are tested to assess their proficiency. Those who would benefit from additional work are counseled to take courses across the curriculum that build quantitative skills. Most of these courses are supplemented with small study groups led by trained peer tutors and coordinated by the Quantitative Skills Development Center. Workshops on special topics are also provided by request of instructors. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program integrated into courses across the curriculum and based on the premise that students are uniquely qualified to serve as educated but nonjudgmental readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while allowing student writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been

completed, each student submits a final paper to the instructor along with the early draft and the assistant's comments. Student writers in any class may go through a similar process with writing assistants on a drop-in basis during evening hours in the Writing Project Workshops.

Students interested in becoming writing assistants apply in the spring. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or visit the Writing Project Web site at <http://www.bowdoin.edu/dept/writing>.

Special Academic Programs

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students interested in a career in this field should consult with members of the Visual Arts division as early as possible. Students can construct a course of study combining art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for professional architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions.

Arctic Studies

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Engineering Programs (3-2 Option)

Through an arrangement with the School of Engineering and Applied Science of Columbia University and with the California Institute of Technology, qualified students may transfer into the third year of an engineering option after completing three years at Bowdoin. After the completion of two full years at the engineering school, a bachelor of arts degree is awarded by Bowdoin and a bachelor of science degree by the engineering school. Columbia also has a 4-2 plan, allowing students to complete their senior year at Bowdoin before pursuing a master's degree. Students also may apply as transfer students during their junior year to any approved school of engineering in the country. Students should be aware that admission to these schools is not automatic and does not assure financial aid.

Students interested in engineering programs should start planning early and should consult regularly with James H. Turner of the Department of Physics. All students must take **Physics 103, 104, 223, 229, 300** or **Mathematics 224; Chemistry 109; Mathematics 161, 171, and 181; and Computer Science 101**. They are also expected to have at least ten semester courses outside of mathematics and science, one of which should be in economics.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2000–2001 academic year can be found on pages 129–36.

Health Professions Advising

The Office of Health Professions Advising provides students and recent graduates information and guidance regarding a wide range of opportunities in health care. First-year students interested in the health professions are encouraged to attend an introductory meeting during orientation. The office sponsors panel discussions with health care providers, presentations by admissions officers, and a variety of workshops throughout the year to inform all students of their options and of the requirements for entry into each field. The director is available to meet with students in scheduled appointments and weekly walk-in hours. Assistance is offered with such issues as the selection of courses, the pursuit of relevant experience outside the classroom, and the application process.

Advisory networks of health care professionals in the Brunswick area and of alumni/ae in the health professions nationwide afford opportunity for career exploration, and the Health Professions Advising Web site contains links to many professional associations. A variety of books and directories are available in both the Office of Health Professions Advising and in the Career Planning Center. For further information, see the office's Web site at www.bowdoin.edu/dept/healthprof.

Legal Studies

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; Anne Shields, director of the Career Planning Center; and George S. Isaacson '70, Esq. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education and psychology, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on a ninth semester option for student teaching, see page 104.) An extensive resource library in the Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

Off-Campus Study

Students are encouraged to broaden and enrich their education through participation in programs of study abroad, both those administered by Colby, Bates, and Bowdoin Colleges (CBB), and those sponsored by other institutions and organizations. Through the Twelve College Exchange and other programs, the College also makes available opportunities to study for a semester or a year elsewhere in the United States. Whether off-campus study occurs abroad or at home, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the off-campus program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult *Guidelines for Off-Campus Study* distributed by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than March 1. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of Student Records has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 21). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the approved list of approximately 100 programs and universities kept by the Office of Off-Campus Study. In unusual cases in which it is not possible to satisfy a student's academic objectives in an approved program, the student may petition for permission to participate in an unapproved program. For a description of programs offered by Colby, Bates, and Bowdoin at the CBB Centers in Cape Town, London, and Quito, see pages 90–95. For information on selected programs, see below.

American University Washington Semester Program

The Washington Semester Program, based on American University's Tenley campus in Washington, D.C., offers semesters on several topics, including American Politics (National Government and Public Law), Economic Policy, Foreign Policy, International Environment and Development, Justice, and Peace and Conflict Resolution. Courses are taught by American University faculty. Students who wish to apply must be nominated by Bowdoin's program representative, Janet Martin, in the Department of Government and Legal Studies.

Associated Kyoto Program

The Associated Kyoto Program (AKP) is a full-year program at Doshisha University in Kyoto, Japan, sponsored by a consortium of American colleges and universities, including Bowdoin. The forty to fifty students accepted by AKP each year study the Japanese language intensively and take courses in English on Japan, mainly in the humanities and social sciences.

Hamilton College Junior Year in France

The Hamilton College Junior Year in France offers a combination of courses in the various institutes and divisions of the University of Paris and in-house courses taken with students of the program. Hamilton College French professors direct the full-year program on a rotating basis.

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under a consortial arrangement managed by Duke University, ICCS operates two semesters each academic year; students generally enroll for one semester during their junior year.

Institute for the International Education of Students (IES)

IES operates semester and full-year programs in several foreign countries, with courses in the humanities, languages, social sciences, natural sciences, mathematics, and fine arts. In most cases, IES offers a combination of classes taught expressly for Institute students and regular course offerings at a local partner university. IES programs approved for participating Bowdoin students include those in La Plata (Argentina), Vienna (Austria), Nantes (France), Berlin and Freiburg (Germany), Nagoya (Japan), and Madrid (Spain).

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program, in Kandy, Sri Lanka, is a consortial program affiliated with the University of Peradeniya, and for which Bowdoin is the agency college. ISLE provides up to twenty-four students with the opportunity to pursue academic interests in South Asia. Course offerings include required language study, archaeology, ancient and modern history, Buddhist philosophy and practice, social and gender issues, literature and folklore, politics and government, economics, environmental studies, dance, and independent study. Students live with Sri Lankan host families and tour important archaeological and religious sites. Bowdoin grants five course credits for the fall semester, and up to three additional credits for individually tailored courses in the optional spring semester.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program each fall at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of several electives. Students use the skills learned throughout the semester to develop and conduct independent team research projects.

South India Term Abroad (SITA) Program

The SITA Program operates in Tamil Nadu, India. Designed primarily for non-South Asia specialists, SITA offers a standardized curriculum in the fall semester, with courses in language, history, religion, literature, social and cultural issues, and independent study, for which Bowdoin grants five course credits. An extension of one to three months, for up to three credits in individually tailored courses, is available for exceptional students. Participants live with host families and tour several regions in South India.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students take The Swedish Model and Comparative Public Policy. Other courses offered typically include Women and Swedish Society, Swedish and European Film, Politics and Nationalism in Eastern Europe, and Environmental Policy: A Sustainable Baltic Region.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, or Williams Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute*.

Courses of Instruction

THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: All courses not currently scheduled for a definite semester are enclosed in brackets.

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

a: Satisfies one semester of the distribution requirement for natural science and mathematics.

b: Satisfies one semester of the distribution requirement for social and behavioral sciences.

c: Satisfies one semester of the distribution requirement for humanities and fine arts.

d: Satisfies one semester of the distribution requirement for non-Eurocentric studies.

Prerequisites: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Independent study: Directed reading
300–399	Advanced courses, including senior seminars and topics courses
401–404	Independent study: Original or creative
451–452	projects and honors courses

Africana Studies

Administered by the Africana Studies Committee;
 Randolph Stakeman, *Program Director and Chair*
(See committee list, page 302.)

Joint Appointments with Sociology
 Assistant Professor Lelia Lomba De Andrade
 Visiting Assistant Professor H. Roy Partridge, Jr.
Joint Appointment with Religion
 Associate Professor Eddie S. Glaude, Jr.

Africana studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101 or 102; Sociology 208; English 275, 276, 285, or 286; History 236, 237, or 243; and History 262 or 267**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program.

In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana Studies will consist of five courses in the Africana Studies program, one of which will be an introductory course (either **Africana Studies 101 or 102**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department.

First-Year Seminars

For a full description of first-year seminars, see pages 129–36.

10b,d. Racism. Fall 2000. MR. PARTRIDGE.

(Same as **Sociology 10.**)

12c,d. Representation and Resistance: African American Film and Literature. Fall 2000. Ms. MUTHER.

(Same as **English 12.**)

19c,d. Introduction to Caribbean Literature. Fall 2000. Ms. SAUNDERS.

(Same as **English 19.**)

22c,d. African American Short Stories. Spring 2001. Ms. MUTHER.

(Same as **English 22.**)

Introductory, Intermediate, and Advanced Courses

51c,d. Myth and Heroic Epic of Africa. Spring 2002. Mr. HODGE.

A study of the pantheons and tales of gods and heroes from a range of geographical areas and language groups of sub-Saharan Africa. The tales are analyzed for form and content, with some comparisons to relevant classical and European material.

101b,d. Approaches to Africana Studies. Fall 2000. Mr. GLAUDE.

An introduction to the study of African Americans and the African diaspora. Provides an examination of the major theoretical trends in the field and surveys classical literature from the United States, Africa, and the Caribbean.

102c,d. The Black Atlantic World. Spring 2001. Mr. STAKEMAN.

During the four centuries of the Atlantic slave trade, some fifteen to twenty million Africans were landed in the New World. From these Africans grew large black populations and African American cultures that continue to this day. Topics include New World cultural adaptation in religion (Voudon, Santeria, Afro Christianity) and music (spirituals, blues, jazz, reggae, and hip hop); political ideas and movements (back to Africa, pan-Africanism, anti-colonialism, and black power); and literature (Harlem Renaissance/New Negro, negritude, 1960s Black Renaissance, post-colonial black world literature). (Same as **History 162.**)

104c,d. Introduction to Narrative: Literature of the Americas. Fall 2000. Ms. SAUNDERS.

Explores a variety of narrative strategies deployed in representing national identities by writers in the Americas. In addition to examining different narrative strategies, we examine the role of literary and cultural traditions (such as magic realism and Carnival) in redefining the genre of "narrative." This is a reading-intensive course. Texts include Alejo Carpentier's *The Kingdom of This World*, C. L. R. James's *Black Jacobins*, Erna Brodber's *Louisiana*, Earl Lovelace's *The Dragon Can't Dance*, and Toni Morrison's *Beloved*. (Same as **English 104.**)

121c. History of Jazz I. Every other year. Fall 2000. Mr. McCALLA.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, and Benny Goodman—through their later careers. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Music 121.**)

122c. History of Jazz II. Every other year. Fall 2001. Mr. McCALLA.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, Myra Melford, and the Art Ensemble of Chicago. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Music 122.**)

139c. Civil War and Reconstruction. Fall 2000. MR. RAEL.

Examines the United States in the era of the Civil War, from roughly 1830 to 1880. Explores America before the war, and the deep changes wrought through the course of the war and its resolution. Questions the degree to which the Civil War may be considered the central event in the modernization of America. Focuses on political, economic, legal, social, and military developments. (Same as **History 139.**)

206b. Media Representations of Reality. Fall 2000. MR. JOHNSON.

Examines social forces that contribute to mass-media representations of race, social class, gender, and sexual preference in historical and contemporary America. Focuses on the roles of government, corporations, and media professionals in the creation of news, entertainment programming, and advertising. Considers the nature of objectivity and fairness, internalization of imagery, the corrective potential of media-workplace diversity, distinctions between reality and stereotype, and tension between free-market economics and social responsibility. (Same as **Sociology 206.**)

Prerequisite: **Sociology 101, Anthropology 101**, or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2000. MS. DEANDRADE.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Sociology 208.**)

Prerequisite: **Sociology 101 or Anthropology 101**, or permission of the instructor.

210c. Jazz Lives! Spring 2001. MR. MCCALLA.

A study of jazz biographies and autobiographies through books, films, and videos, as well as sound recordings. Musicians studied represent a variety of styles, backgrounds, and life stories. Musicians covered in Spring 2001 may include Louis Armstrong, Ella Fitzgerald, Artie Shaw, Art Pepper, and Nina Simone. (Same as **Music 210.**)

Note: Since the topic and content change with every offering, **Africana Studies 210** may be repeated for credit.

Prerequisite: **Music 121 or 122.**

216c,d. African American Women and Social Transformation in the Twentieth Century. Spring 2001. MS. PLASTAS.

Examines the political, social, and intellectual traditions of African American women from the turn of the century through the civil rights and second wave women's movement. Focuses on the club movement, suffrage, anti-lynching campaigns, internationalism, and educational reform. Explores how the matrix of gender, race, and class influenced the form of political activism. Readings include the works of Anna Julia Cooper, Addie Hunton, Mary Church Terrell, Ida B. Wells, Amy Jacques Garvey, Toni Cade Bambara, Angela Davis, and others. (Same as **History 245 and Women's Studies 216.**)

217b,d. Overcoming Racism. Spring 2001. MR. PARTRIDGE.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Sociology 217.**)

Prerequisite: **Sociology 10, Sociology 101, or Anthropology 101.**

222b,d. South African Politics and Society. Spring 2001. MR. LIEBERFELD.

Ideological, social, economic, and cultural aspects of the struggle between white supremacy and black liberation in South Africa. Highlights the development of African and Afrikaner national movements, including the triumph of the National party in 1948 and the establishment of the apartheid system, the evolution of resistance strategies by the African National Congress and the Pan-Africanist Congress, social movements that politicized black students and workers, the mid-1980s uprisings, the moves toward negotiation under the Botha and de Klerk administrations, and the election of Nelson Mandela as president in 1994. Additional emphasis on current challenges in the transition to democracy, the reconstruction of national identities, and the reorientation of foreign policy. First-year students require permission of the instructor. (Same as **Government 222**.)

226c,d. African American Art: From Emancipation to Civil Rights. Fall 2000. Ms. MCGEE.

A survey of African American art from the mid-nineteenth century to the 1960s. Examines the lives and careers of African American artists within the contexts of art, history, and theory. Topics include the Harlem Renaissance, art and the New Deal, the Civil Rights movement and Black Nationalism. Artists considered include Robert Duncanson, Henry Ossawa Tanner, Edmonia Lewis, Aaron Douglas, Palmer Hayden, Jacob Lawrence, and Lois Mailou Jones. (Same as **Art 266**.)

[227b. Americans in the African Diaspora.]**[228c,d. Contemporary Black Art.]****[233b,d. Peoples and Cultures of Africa.]****236c,d. The History of African Americans, 1619–1865.** Spring 2001.

MR. RAEL.

Explores the history of African Americans in the nation through the Civil War. Focuses on issues of African American acculturation and identity formation, the contributions of African Americans to American culture, and the influence of American society and institutions on the experiences of black people. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 236**.)

237c,d. The History of African Americans from 1865 to the Present. Fall 2001. MR. RAEL.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 237**.)

241c. The Civil Rights Movement. Fall 2000. MR. LEVINE.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **History 243**.)

[250c,d. Religious History of African Americans.]**[251c. Prophecy and Social Criticism in the United States.]**

252c,d. Race and African American Thought. Spring 2002. MR. GLAUDE.

An interdisciplinary examination of the complex array of African American cultural practices from slavery to postmodern times. Close readings of classic and contemporary texts of African American experiences and the encounter with issues such as dread, death, and despair; joy, hope, and triumph. Readings include works from W. E. B. DuBois, Cornel West, Orlando Paterson, Paula Giddins, Richard Wright, and James Baldwin. (Same as **Religion 262.**)

254c. African American Religions in the Twentieth Century. Fall 2000. MR. GLAUDE.

Transformations in the role and place of religion in African American life from the beginning of the twentieth century to the present. Inquiry into the impact of the processes of secularization and urbanization on the religious experience in black America. Focus includes the newly emerging sects and cults of the period and the impact of mass movements. **Religion 260, *Religious History of African Americans*** (offered in Fall 1999), is helpful, but not required for this course. (Same as **Religion 264.**)

256b. African Archaeology: The Roots of Humanity. Spring 2001. MR. MACEachern.

Examines the prehistory of Africa since the appearance of modern humans on that continent about 100,000 years ago. Particular attention is paid to changes in African economies and social systems through time. Some of the topics covered include the cultural development of modern humans in Africa; the beginnings of agriculture in different parts of the continent; state formation processes in sub-Saharan Africa; and the coordination of ethnographic, linguistic, and archaeological data in research. (Same as **Anthropology 256.**)

Prerequisite: **Anthropology 101, Sociology 101**, or permission of the instructor.

263c,d. A History of Christianity in Africa. Fall 2000. MR. SHADLE.

Seminar. While for many Westerners Africa represents a land of pagan or animistic religious practices, Christianity has for hundreds of years played a major role in African history. Investigates the meaning of Christianity in African history. Topics include the impetus behind conversion, the economic and political meanings of Christianity, African independent churches, and debates over the cultural implications of Christianity. (Same as **History 263.**)

264c,d. Islamic Societies in Africa. Spring 2002. MR. STAKEMAN.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **History 264** and **Women's Studies 264.**)

[265c,d. The Political Economy of Southern Africa.]**266c,d. African History to 1850.** Fall 2000. MR. SHADLE.

An examination of broad themes in sub-Saharan Africa from several centuries B.C.E. to about 1850. Topics include pastoral and agricultural societies and the mastery of iron technology; the expansion of "Bantu" speakers from west to central, east and south Africa; the emergence of medieval states and regional and inter-continental trading systems; European coastal trade and the rise of the slave trade; the impact of the slave trade on African societies; and the question of the "underdevelopment" of Africa. (Same as **History 266.**)

267c,d. Africa Since 1850. Spring 2001. MR. SHADLE.

An examination of the most important events of the past 150 years that have shaped today's Africa. Topics include the east African slave trade and the end of slavery in Africa, Islamic jihads and states, European conquest and forms of African resistance and collaboration, the nature of colonial rule, the emergence of cash cropping and (forced) migrant labor, African nationalism and "flag" independence, the rise and fall of Apartheid, and the political troubles of post-independence Africa. (Same as **Africana Studies 267.**)

269c,d. Colonial Rule in Africa. Spring 2001. MR. SHADLE.

Seminar. How did a handful of Europeans rule millions of Africans? Europeans told themselves it was because of their racial or technological superiority. Later scholars said it was because of the traitorous acts of a few Africans who collaborated with the foreigners. Others look at African resistance and ask, to what extent did Europeans really rule Africa? Looks at the ideology of colonialism, African collaboration and resistance, and the nuts and bolts of colonial states to understand the process of colonialism in Africa. (Same as **History 269**.)

275c,d. African American Fiction: Counterhistories. Every year. Fall 2000. MS. MUTHER.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with a special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Douglass, Brown, Jacobs, Chesnutt, Dunbar, Hurston, West, Wright, Morrison, Bambara, Wideman, Walker, Delany, and Butler. (Same as **English 275**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

276c,d. African American Poetry. Every other year. Spring 2001. MS. MUTHER.

African-American poetry as countermemory—from Wheatley to the present—with a focus on oral sources and productive communities. Special emphasis on the twentieth century: dialect and masking; the Harlem Renaissance; Brown, Hayden, and Brooks at mid-century; the Black Arts movement; and contemporary voices. (Same as **English 276**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

285c,d. Caribbean Women's Literature. Spring 2001. MS. SAUNDERS.

Examines contemporary writing (poetry, novels, and essays) by Caribbean women writing from the Caribbean, Canada, Europe, and the United States through critical approaches that consider the extent to which Caribbean women are representing their cultural identities against colonial and national traditions that have denied their historical presence and constructed them as silent subjects. Writers include Erna Brodber, Olive Senior, Dionne Brand, Marlene Nourbese-Philip, and Jamaica Kincaid. (Same as **English 285** and **Women's Studies 285**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

286c,d. The Empire Writes Back: Revising the Canon of Colonial Narratives. Spring 2002. MS. SAUNDERS.

Explores responses to and revisions of canonical colonial narratives in the wake of post-independence in the Americas. Students are asked to discuss the relevance of these revisions on our understanding of history as a cultural production, one that is constantly being contested and revised. Texts include Daniel Defoe's *Robinson Crusoe*, J. M. Coetzee's *Foe*, William Shakespeare's *The Tempest*, Aime Cesaire's *A Tempest*, Jean Rhys's *Wide Sargasso Sea*, and Walter Benjamin's "Theses on the Philosophy of History." (Same as **English 286**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Africana Studies.

[289c,d. Contemporary African American Cinema.]

303b. Oppression and Liberation. Spring 2001. Ms. DEANDRADE.

An advanced study of social theory related to institutionalized forms of domination, such as racism, classism, and sexism, and their intersection. Gives particular consideration to writings on these topics in relation to or by people of color, with some foregroundings in classical social theory. Readings include selected works by Antonio Gramsci, W. E. B. DuBois, Frantz Fanon, Amílcar Cabral, Patricia Hill Collins, and bell hooks, as well as others who address issues related to colonialism, Black Liberation, and feminism. (Same as **Sociology 303.**)

Prerequisite: **Sociology 101**, **Anthropology 101**, or **Africana Studies 101**, and any 200-level course in Africana studies, sociology, or anthropology; or permission of the instructor.

[314c. Slavery, Real and Imagined.]**324c,d. Chant of Saints.** Spring 2001. MR. HARPER.

Intense focus on four pioneers in literary form: Sterling A. Brown, Robert Hayden, Ralph Ellison, Gwendolyn Brooks; their antecedents (ancestors/relatives); and the fresh space their achievements occupy and resonate, despite a skewed critical landscape and “trained incapacity.” (Same as **English 324.**)

Prerequisite (beginning with the Class of 2002): One 100-level English course or first-year seminar in the English department.

325c,d. Caribbean Literature and Cultural Critique. Spring 2001. Ms. SAUNDERS.

Focuses on literary and cultural texts that have shaped discourses on post/neocolonialism in the Caribbean regions (specifically Anglophone). Critical questions considered include: How have Caribbean people attempted to construct their identities in the face of colonial domination? What problems/challenges do Caribbean writers encounter when representing Caribbean cultural identities as a result of their colonial heritage? Also discusses critical discourses in Caribbean cultural studies that include creolization, transmigration, hybridity, and “outernational” communities. Writers include Erna Brodber, Aimé Césaire, Jamaica Kincaid, and Frantz Fanon. (Same as **English 325.**)

Prerequisite (beginning with the Class of 2002): one first-year seminar or 100-level course in Africana Studies or the English department.

[333c. Research in Twentieth-Century African-American History.]**367c,d. From Cotton to Kente: Towards an Iconography of Black Art.** Fall 2000. Ms. MCGEE.

Recurring themes in Black art suggest the presence of a system of signs, or an iconography. These subjects include cotton, lynching, jazz, and Aunt Jemima, to name but a few. Cultural studies enable us to understand the relationship of these themes to Black subjectivity, postcolonialism, and marginality, but sound iconographic studies are in short supply. Using the iconographic method, we examine the art of the African diaspora from the mid-nineteenth century to the present. Students have the opportunity to develop individual, original research projects based on iconographic themes. (Same as **Art 367.**)

Prerequisite: One 200-level art history or Africana studies course, or permission of the instructor.

291–294. Intermediate Independent Study.**401–404. Advanced Independent Study and Honors.**

Art

Professors

Thomas B. Cornell
Clifton C. Olds
Mark C. Wethli, *Director*,
Visual Arts Division

Associate Professors

Linda J. Docherty, *Chair*
Larry D. Lutchmansingh
John McKee
Susan E. Wegner**
Assistant Professor
James Mullen

Visiting Assistant Professors

Anne Harris
Michael Kolster
Julie L. McGee
Lecturer
John B. Bisbee
Adjunct Lecturer
Christopher C. Glass

The Department of Art comprises two programs: art history and criticism, and visual arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive and disciplined aesthetic response to one's culture and personal experiences through the development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History and Criticism

The art history major consists of ten courses, excluding first-year seminars. Required are **Art 101**; one from **Art 110, 120, or 130**; one from **Art 212, 226**, or a course in classical archaeology; one from **Art 222, 224, or 232**; one from **Art 242, 252, 254, 262, or 264**; one additional 200-level course; two 300-level seminars; and two additional courses numbered above **Art 101**, one of which may be an independent study. Art history majors are also encouraged to take courses in foreign language and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 167.

Requirements for the Minor in Art History and Criticism

The minor consists of five courses, excluding first-year seminars. Required courses are **Art 101**; two 200-level courses; one 300-level course; and one additional course numbered above **Art 101**.

The major and the minor in visual arts are described on page 59.

COURSES IN THE HISTORY AND CRITICISM OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 129–36.

10c. The Art of Zen. Fall 2000. Mr. OLDS.

11c. Exhibiting Histories. Spring 2001. Ms. McGEE.

Introductory, Intermediate, and Advanced Courses

[50c. Art, Science, and the Mind.]

101c. Introduction to Western Art. Fall 2000. Ms. WEGNER.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors in art history, majors in visual arts, and minors in art history. This course is a prerequisite for most upper-level courses in the history of art.

110c,d. Introduction to East Asian Art. Spring 2001. MR. OLDS.

A chronological survey of Chinese, Korean, and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Asian Studies 110.**)

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 2002. Ms. WEGNER.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

209c. Introduction to Greek Archaeology. Fall 2001. MR. HIGGINBOTHAM.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101.**)

210c. Introduction to Roman Archaeology. Fall 2000. MR. HIGGINBOTHAM.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102.**)

[212c. Medieval Art.]**222c. Art of the Italian Renaissance.** Fall 2001. Ms. WEGNER.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art 101** or permission of the instructor.

224c. Mannerism. Fall 2000. Ms. WEGNER.

Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints, and medals.

226c. Northern European Art of the Fifteenth and Sixteenth Centuries. Fall 2000. MR. OLDS.

A survey of the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art 101** or permission of the instructor.

232c. Baroque Art. Spring 2002. Ms. WEGNER.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art 101** or permission of the instructor.

[234c. Women, Art, and Society in Europe, 1350–1750.]**242c. Nineteenth-Century European Art.** Fall 2000. Ms. DOCHERTY.

Painting and sculpture in Western Europe from 1750 to 1900 with emphasis on France, England, and Germany. Individual artists are studied in the context of movements that dominated the century: neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism. The influence of art criticism, the relationship between art and society, and the emergence of the avant-garde in this period are also discussed.

Prerequisite: **Art 101**, or permission of the instructor.

252c. Modern Art. Spring 2001. THE DEPARTMENT.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, the Mexican muralists, and the Canadian Group of Seven. Modernism is analyzed in terms of the problems presented by its social situation, its relation to other elements of culture, its place in the historical tradition of Western art, and its invocation of archaic, primitive, and Oriental cultures.

Prerequisite: **Art 101** or permission of the instructor.

254c. Contemporary Art. Spring 2002. THE DEPARTMENT.

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, op, kinetic, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

Prerequisite: **Art 101, 252**, or permission of the instructor.

262c. American Art from the Colonial Period to the Civil War. Fall 2001. THE DEPARTMENT.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins through their development into a distinctive national tradition. Emphasis is placed on understanding American art in its historical context. Field trips to the Bowdoin College Museum of Art and environs of architectural interest.

264c. American Art from the Civil War to 1945. Spring 2002. THE DEPARTMENT.

American architecture, sculpture, and painting between the Civil War and World War II. Issues considered include the expatriation of American painters after the Civil War, the introduction of European modernism to the United States, the pioneering achievements of American architects and photographers, and the continuing tension between native and cosmopolitan forms of cultural expression. Field trips to the Bowdoin College Museum of Art.

266c,d. African American Art: From Emancipation to Civil Rights. Fall 2000. Ms. MCGEE.

A survey of African American art from the mid-nineteenth century to the 1960s. Examines the lives and careers of African American artists within the contexts of art, history, and theory. Topics include the Harlem Renaissance, art and the New Deal, the Civil Rights movement and Black Nationalism. Artists considered include Robert Duncanson, Henry Ossawa Tanner, Edmonia Lewis, Aaron Douglas, Palmer Hayden, Jacob Lawrence, and Lois Mailou Jones. (Same as **Africana Studies 226.**)

268c. Photography and Identity. Spring 2001. Ms. DOCHERTY.

The history of American photography as a means of documenting, interpreting, and constructing American identity. Portraiture, landscape, and genre are studied in relationship to historical developments and theories of national character.

Prerequisite: **Art 101** or permission of the instructor.

282c. Modern Architecture. Spring 2001. Ms. MCGEE.

An introduction to modern European and American architecture. Examines practical, social, and aesthetic dimensions related to the development of modern architecture. Special consideration is given to styles and collective movements such as the Bauhaus, the International Style, the Chicago School, and postmodernism. Architects studied include Frank Lloyd Wright, Le Corbusier, Mies van der Rohe, and Robert Venturi.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. Admittance to all seminars requires permission of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

324c. Leonardo and Michelangelo. Spring 2001. MR. OLDS.

The art and thought of Leonardo da Vinci and Michelangelo, studied in the context of Renaissance philosophy, literature, and scientific theory.

Prerequisite: **Art 101** or permission of the instructor.

361c. The World of Isabella Stewart Gardner. Spring 2001. Ms. DOCHERTY.

A contextual study of Isabella Stewart Gardner (1840–1924) and the museum she created. Focuses on the cosmopolitan world that Gardner inhabited intellectually, artistically, geographically, and historically, and the influence she, in turn, exerted on American art and culture. Field trip to the Isabella Stewart Gardner Museum in Boston and related sites.

Prerequisite: **Art 101** or permission of the instructor.

363c. Art, Religion, and American Culture. Fall 2000. Ms. DOCHERTY.

A study of the relationship between artistic creation and religious experience in America from the Puritans to the present day. Topics include sacred spaces, subjects and objects of devotion, cultural diversity in religious expression, and exoticized spirituality versus vulgarized faith.

Prerequisite: **Art 101** or permission of the instructor.

[365c. Picturing Nature.]**367c,d. From Cotton to Kente: Towards an Iconography of Black Art.** Fall 2000. Ms. MCGEE.

Recurring themes in Black art suggest the presence of a system of signs, or an iconography. These subjects include cotton, lynching, jazz, and Aunt Jemima, to name but a few. Cultural studies enable us to understand the relationship of these themes to Black subjectivity, postcolonialism, and marginality, but sound iconographic studies are in short supply. Using the iconographic method, we examine the art of the African diaspora from the mid-nineteenth century to the present. Students have the opportunity to develop individual, original research projects based on iconographic themes. (Same as **Africana Studies 367.**)

Prerequisite: One 200-level art history or Africana studies course, or permission of the instructor.

291c–294c. Intermediate Independent Study in Art History. ART HISTORY FACULTY.**401c–404c. Advanced Independent Study and Honors in Art History.** ART HISTORY FACULTY.

VISUAL ARTS

Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Art 150, 160, 250, and 260**; four other courses in the visual arts, at least one of which must be numbered **270** or higher; **Art 101**; and two other courses in art history.

Requirements for the Minor in Visual Arts

The minor consists of six courses: **Art 101, 150, 160**, either **250** or **260**, plus two additional studio courses, at least one of which must be numbered **270** or higher.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c. Drawing I. Fall 2000. Ms. HARRIS AND MR. MULLEN. Spring 2001. Ms. HARRIS AND MR. MULLEN.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media. Enrollment limited to 25 students.

160c. Painting I. Fall 2000. MR. MULLEN. Spring 2001. MR. WETHLI.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media. Enrollment limited to twenty-five students.

Prerequisite: **Art 150**.

170c. Printmaking I. Fall 2000. MR. WETHLI.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium. Enrollment limited to 20 students.

Prerequisite: **Art 150** or permission of the instructor.

180c. Photography I. Fall 2000. MR. KOLSTER. Spring 2001. MR. McKEE.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm nonautomatic camera. Enrollment limited to 32 students.

190c. Architectural Design I. Spring 2001. MR. GLASS.

An introduction to architectural design. Studio projects develop skills in program and context analysis, conceptual design principles and processes, and presentation techniques. Enrollment limited to twenty students.

192c,d. Japanese Architecture. Fall 2001. MR. NISHIUCHI.

Examines various Japanese architectural styles in the design process of drawing and model-making. Three hypotheses are tested: 1) architectural design reveals non-discursive thought; 2) cross-cultural design application is fruitful; 3) drawing and model have subjunctive existence of their own. Enrollment limited to twenty students. (Same as **Asian Studies 192**.)

195c. Sculpture. Fall 2000. MR. BISBEE.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media. Enrollment limited to 20 students.

250c. Drawing II. Spring 2001. MR. WETHLI.

A continuation of the principles introduced in **Art 150**, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Art 150**.

260c. Painting II. Spring 2001. MR. CORNELL.

A continuation of the principles introduced in **Art 160**, with studio problems based on direct experience.

Prerequisite: **Art 160**.

270c. Printmaking II. Spring 2001. MR. CORNELL.

A continuation of the principles introduced in **Art 170**, with particular emphasis on independent projects.

Prerequisite: **Art 170** or permission of the instructor.

280c. Photography II. Fall 2000. MR. MCKEE.

Review and expansion of concepts and techniques fundamental to black-and-white photography, with exploration of the image-making potentials of different formats such as 35mm and view camera. Seminar discussions and field and laboratory work. Students must provide their own nonautomatic 35mm camera.

Prerequisite: **Art 180** or permission of the instructor.

285c. Sculpture II. Fall 2000. MR. BISBEE.

A continuation of principles introduced in **Art 195**, with particular emphasis on independent projects.

Prerequisite: **Art 195** or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. VISUAL ARTS FACULTY.**350c–359c. Advanced Studies in Visual Arts.** Fall 2000. MR. WETHLI. Spring 2001. MR. MULLEN.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Art 250** or **Art 260** or permission of the instructor.

370c. Printmaking III. Spring 2001. MR. CORNELL.

Advanced projects in printmaking.

Prerequisite: **Art 270** or permission of the instructor.

380c. PhotoSeminar. Spring 2001. MR. KOLSTER.

An extension of principles and techniques developed in **Art 180** and **Art 280**, with increased emphasis on independent projects. Seminar discussion and critiques, field and laboratory work. Participants must provide their own nonautomatic 35mm camera.

Prerequisite: **Art 280** or permission of the instructor.

401c. Advanced Independent Study and Honors in Visual Arts. VISUAL ARTS FACULTY.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Administered by the Asian Studies Committee;
Kidder Smith, *Program Director and Chair*
(See committee list, page 302.)

Visiting Professor
on the Tallman Foundation
Sudharshan Seneviratne

Assistant Professors

Songren Cui

Takeyoshi Nishiuchi†

Joint Appointments with Government

Assistant Professor Lance Guo*

Assistant Professor Henry C. W. Laurence†

Visiting Assistant Professor Chieko Numata

Joint Appointment with History

Assistant Professor Thomas Conlan

Joint Appointment with Anthropology

Visiting Instructor Karen Nakamura

Visiting Instructor

Yiqun Zhou

Lecturer

Ayumi Nagatomi

Students in Asian Studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, and Bangladesh). In completing the major, each student is required to gain a general understanding of one of these culture areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian Studies major. Student-designed majors focusing on cross-cultural topics in the humanities and/or social sciences are also encouraged. Normally, such student-designed majors will contain a strong disciplinary grounding (e.g., four courses in religion), as well as a significant number of relevant courses focused on Asia.

Off-Campus Study

Foreign study for students interested in Asian Studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. The Associated Kyoto Program is recommended for students interested in Japan. The ISLE and SITA programs (see pages 45–46) are recommended for students interested in South Asia. Consult the Asian Studies office for information about these and other programs. No more than three off-campus courses (excluding language study) may count toward the major.

Requirements for the Major in Asian Studies

One majors in Asian Studies by focusing on a particular geographic and cultural area (e.g., South Asia). Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300-level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-semester project.

The major requires courses from two categories:

1. *Language*. Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of Student Records to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

2. *Area-specific courses.* Eight courses, seven of which focus on the student's area of specialization and one on which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, and South Asia. Students of China must take **Asian Studies 370**. For Japan, **Asian Studies 283** is required. Students focusing on South Asia must take **Asian Studies 235** and either **240** or **242**.

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction (i.e., **Japanese 205** or **Chinese 307**) or above. Two courses completed in off-campus programs may be counted toward the minor. For students focusing on South Asia, **Asian Studies 235** and **240** or **242** are required.

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and are examined orally by the program faculty.

First-Year Seminars

For a full description of first-year seminars, see pages 129–36.

[12c,d. **Religion and Literature in Modern South Asia.**]

[18b,d. **Japanese Politics and Society: Introductory Seminar.**]

19b,d. East Asian Politics: Introductory Seminar. Fall 2000. Ms. NUMATA.
(Same as **Government 119**.)

20c,d. English Literature of South Asia. Spring 2001. Mr. COLLINGS.
(Same as **English 20**.)

26c,d. Gandhi: Saint or Politician? Spring 2002. Ms. RAI.
(Same as **History 26**.)

28c,d. Seekers' Lives. Spring 2002. Mr. SMITH.
(Same as **History 28**.)

Introductory, Intermediate, and Advanced Courses

81. The Psychology of Subjective Experience. Fall 2000. Ms. BURGGRAB AND Mr. SMITH.

How can we know the nature of subjective experience, our own or that of someone else? What is the nature of mind? Tests the efficacy of several modes of investigation, especially self-report, introspection, and meditation as methods of cultivating awareness of one's experience.

(Same as **Psychology 81**.)

110c,d. Introduction to East Asian Art. Spring 2001. Mr. OLDS.

A chronological survey of Chinese, Korean, and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Art 110**.)

[180c,d. **Living in the Sixteenth Century.**]

181c,d. The Wars of the Samurai. Fall 2000. MR. CONLAN.

What was battle like? How can we comprehend the nature of warfare in the distant past? Uses documents, chronicles, arms and armor, movies, picture scrolls, and skeletal remains (!) in our attempt to reconstruct warrior behavior and the nature of battle in Japan from the tenth through eighteenth centuries. (Same as **History 181.**)

184c,d. An Introduction to China. Fall 2000. MR. SMITH.

Introduces selected topics from China's long history, including ancient philosophy, contemporary political developments, art, and poetry. (Same as **History 184.**)

192c,d. Japanese Architecture. Fall 2001. MR. NISHIUCHI.

Examines various Japanese architectural styles in the design process of drawing and model-making. Three hypotheses are tested: 1) architectural design reveals non-discursive thought; 2) cross-cultural design application is fruitful; 3) drawing and model have subjective existence of their own. Enrollment limited to twenty students. (Same as **Art 192.**)

205b,d. Minorities and Sexualities in Modern Japan. Fall 2000. MS. NAKAMURA.

Japan is often portrayed as a homogeneous nation, but beneath the calm surface of unity lies a tumultuous mix of minorities, including resident Koreans, former outcaste Burakumin, aboriginal Ainu, nascent gays and lesbians, the disabled, etc. Building pressure for many decades, minority politics have recently emerged as a critical force in Japan. Examines the issues of minorities, sexualities, and the politics of identity from an anthropological and sociological perspective. (Same as **Anthropology 205.**)

213b,d. Japanimation and Manga. Spring 2001. MS. NAKAMURA.

Japanese animation and manga comic books are targeted at every level of Japanese society, from school girls in sailor suits to salaried men in business suits. Yet only a small portion of this genre has made it to the United States, leading to a distorted image of Japan. Analyzes anime and manga within its historical and social context, providing insight into social change in Japan during the modern period. No knowledge of Japanese required. (Same as **Anthropology 213.**)

214b,d. Japan through Its Women. Spring 2001. MS. NAKAMURA.

In the last twenty years, Japanese women have moved from the backstage of Japanese society to becoming a vibrant new cultural and economic force. From Takarazuka male impersonators to office ladies with Gucci handbags, they have become the new lens through which to analyze Japan. Uses recent ethnographies on Japanese women to analyze identity, consumption, popular culture, and the complexities of gender in a modern society. (Same as **Anthropology 214** and **Women's Studies 215.**)

223c,d. Buddhist Texts. Spring 2001. MR. WALLIS.

An examination of Buddhist literature as a form of imaginative practice. Explores texts spanning several genres (philosophy, ritual manuals, meditation guides, poetry, narrative), geographical areas (India, Tibet, China, Japan, the West), historical periods (ancient, medieval, and contemporary), and Buddhist orientations (Theravada, Mahayana, and Vajrayana). Analysis of literary conventions, doctrinal content, and historical background. (Same as **Religion 223.**)

227b,d. Chinese Politics. Spring 2001. MR. GUO.

An introduction to contemporary Chinese politics. Begins with a survey of the basic political system established in the 1950s and then focuses on political change and the forces driving it in the reform era (since 1979). Topics include the political impact of decentralization and marketization, the open-door policy, the development of the legal system, the adaptation by the Chinese Communist party, and democratization. (Same as **Government 227.**)

228b,d. Chinese Foreign Policy. Spring 2001. MR. GUO.

An analytic survey of the history and evolution of Chinese foreign relations from the inception of the People's Republic of China in 1949. Emphasis is on China's evolving strategic thinking in the context of changing international and regional (the Asia-Pacific) power configuration in the post-Cold War era. Probable topics include actors and institutions of foreign policy-making, national security and the military, foreign economic relations, Sino-U. S. relations, China in East Asia, the Taiwan issue, the South China Sea dispute, Chinese nationalism, and the linkages between domestic politics and foreign policy. (Same as **Government 228.**)

234b,d. Women, Power, and Identity in India. Spring 2002. MS. DICKEY.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234** and **Women's Studies 252.**)

Prerequisite: Previous course in anthropology, sociology, or Asian Studies.

235b,d. South Asian Cultures and Societies. Fall 2001. MS. DICKEY.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements and caste ranking. (Same as **Anthropology 235.**)

Prerequisite: Previous course in anthropology, sociology, or Asian Studies.

[236b,d. Political Identity and Leadership in South Asia.]**240c,d. Hinduism.** Fall 2000. MR. WALLIS.

An study of traditional Hindu culture (philosophy, mythology, art, ritual, yoga, devotionism, and caste) in the ancient and medieval periods of India's religious history. (Same as **Religion 220.**)

241c,d. Religion in Medieval and Modern India. Spring 2001. MR. WALLIS.

A study of popular Hindu bhakti (devotional) movements as they emerge to challenge brahmanical orthopraxy, the introduction and acculturation of Islam, the rise of Sikhism, the nineteenth-century Hindu reform in reaction to the British raj, Gandhi's religio-political thought, and contemporary issues in the understanding of Hinduism as they can be adduced from a reading of selective works of fiction. (Same as **Religion 221.**)

[242c,d. Buddhist Thought.]**243b,c. Social History of Buddhism in South Asia.** Fall 2000. MR. SENEVIRATNE.

Proto-urban social formations and the political economy of the pristine state in north India (700–300 B.C.) evolved philosophical and ethical systems such as Buddhism. Subsequently (300 B.C.–300 A.D.), Buddhism transformed itself into a social ideology initiating acculturation, social change, and political legitimation in complex urban and state societies. A multi-disciplinary study of the emergence, spread, and restructuring of Buddhism in south Asia (Same as **Religion 243.**)

244c,d. Zen Aesthetics. Spring 2003. MR. NISHIUCHI.

A study of non-ego-consciousness in Zen thought and its artistic expression in Japanese martial arts, painting, theater, and poetry. Martin Heidegger's critique of modern aesthetics is considered in our analyses. (Same as **Religion 244.**)

245c,d. The Ritual Body: Zen and Postmodernity. Spring 2002. Mr. NISHIUCHI.

Investigates the ritual existentiality of sentient beings in the theoretical encounter among Dogen (Japanese Zen monk), Nietzsche (German philosopher), and Brook (English dramatist). The investigation focuses on the aesthetics of rite in connection with being, action, and community. (Same as **Religion 245.**)

247c,d. Taoism and Architecture. Fall 2001. Mr. NISHIUCHI.

Analyzes the architectural manifestation of Taoist thought in the medieval Japanese architecture called *sukiya*. The analysis is carried in dialogue with the German and French philosophical traditions of phenomenology. This dialogical analysis explores the poetic dwelling of intimacy and immediacy. (Same as **Religion 247.**)

256c,d. Other Indias: The Nation and Its Discontents. Spring 2001. Ms. RAI.

Examines how the Indian nation has been constructed and contested in the late colonial and post-colonial periods. The emphasis on the emancipatory quality of a unitary Indian nationalism obscures not only other contending visions, but also powerful critiques of the very idea of the nation. Unsettles the privileging of mainstream nationalism by turning the spotlight on its discontents. Examines how the inability of the Indian nation-state to accommodate these alternative voices has resulted in numerous, often violent, popular “mutinies” against it. Surveys a rich body of writing by mainstream secular nationalists as well as their critics among Hindu and Muslim religious nationalists, women, peasants, outcastes, “tribal” groups, and regional dissidents to cull the other imaginings of India. (Same as **History 256.**)

257c,d. Making Colonial Subjects: Law, Race, and Gender in British India. Fall 2000. Ms. RAI.

Seminar. Investigates how British colonialism established itself in India not merely through the force of superior arms, but also through cultural technologies of rule. Explores how the law was used to codify Indians to render them available for colonization. Also examines how both the colonizers and colonial subjects were constructed along hierarchical lines of race and a gendered difference for the purposes of imperial control. In the process, we ask how Britain’s perceptions of the “rule of law,” race, and gender not only influenced its treatment of Indian society, but affected its own as well. (Same as **History 257.**)

258c,d. History of Modern South Asia, 1757–1947. Fall 2000. Ms. RAI.

After a brief survey of South Asia’s pre-colonial history, the course concentrates on the two centuries of British colonial rule in India from the mid-eighteenth century to 1947. Themes include the establishment of British dominion, the Indian role in the consolidation of British power, British colonial policy and the transformation of Indian tradition, nationalism before and after Gandhi, and the independence/partition of India in 1947. Concludes with an overview of recent developments in present-day South Asia. (Same as **History 258.**)

259c,d. History of Muslim Communities in South Asia. Fall 2001. Ms. RAI.

Examines central themes in the history of Islam in the Indian subcontinent to contextualize Muslim identity and the politics of coexistence with other religious communities. Beginning with the Arab conquest of Sindh in 712 A.D. and ending with the subcontinent’s partition in 1947, themes examined include: notions of conquest, conversion, and Islamization; cultural syntheses and social accommodations/conflicts under “Muslim Rule”; Muslim self-perceptions after the loss of sovereignty; revival and reform movements under colonialism; colonial and nationalist constructions of the Muslim “Other”; and an assessment of Muslim politics in the nineteenth and twentieth centuries in light of India’s partition along ostensibly religious lines. (Same as **History 259.**)

260c,d. Post-Colonial South Asia, 1947 to the Present. Spring 2002. Ms. RAI.

Studies the modern nation-states of India, Pakistan, and Bangladesh in a comparative framework. Following a survey of late colonial India, the course concentrates on the interplay of domestic, regional, and international factors in post-independence South Asia. Explores whether democracy and authoritarianism are satisfactory concepts in differentiating India from Pakistan and Bangladesh. Examines whether the differences in religious orientation between “secular” India and “Islamic” Pakistan and Bangladesh override commonalities of region, language, culture, and history in South Asia. Traces the lasting imprint left by colonialism on the politics of post-colonial South Asia. (Same as **History 260.**)

261b,d. Contemporary Chinese Society, Part I. Spring 2001. Ms. RILEY.

Examines several key elements of contemporary society, exploring how Chinese society has changed in recent years and how social institutions such as family, education, and community have been a part of the recent economic and social restructuring. Pays particular attention to how individuals, families, and communities have fared through the many changes. Part of a two-course sequence including **Asian Studies 262.** (Same as **Sociology 261.**)

Prerequisite: Permission of the instructor. Because this course is part of a two-course sequence that includes a six-week trip to China, students are selected on the basis of a short application submitted in the fall. Preference is given to sophomores.

262b,d. Contemporary Chinese Society, Part II. Spring 2001. Ms. RILEY.

A continuation of **Asian Studies 261.** Consists of a six-week trip to China at the end of the spring semester to see firsthand some of the issues studied during the regular semester at Bowdoin. This part of the course includes lectures and seminars on current issues in China, and students continue to work on projects developed during the semester. Grading for this course is Credit/Fail. (Same as **Sociology 262.**)

Prerequisite: **Asian Studies 261** must be taken concurrently and permission of the instructor is required.

264b,d. Women and Politics in East Asia. Spring 2001. Ms. NUMATA.

Covers three Confucian countries—Korea, Japan, and Taiwan—and examines their similarities and differences in women’s struggle. Topics include the history of the women’s movement, women’s political participation, and women’s representation in legislatures. Also examines what makes it difficult for women to run and win in elections in these countries and whether women representatives are elected because of their symbolic or substantive representation. (Same as **Government 264.**)

[269b,d. Development and Democracy in East Asia.]**270c,d. Chinese Thought in the Classical Period.** Spring 2004. Mr. SMITH.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **History 270.**)

271c,d. The Material Culture of Ancient China. Fall 2003. Mr. SMITH.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as **History 271.**)

273c,d. Medieval China. Spring 2003. Mr. SMITH.

Studies the multiple cultures of Tang China (A.D. 609–916), asking: What are the values of this cosmopolitan, multi-ethnic empire? What is original Buddhism, and how is it related to the Chinese development of Chan (Zen)? How do we comprehend the varieties of Tang cultural expression? (Same as **History 273.**)

274c,d. Chinese Society in the Ch'ing. Spring 2005. MR. SMITH.

An introduction to premodern China, focusing on the first half of the Ch'ing dynasty (1644–1911). Discussion of government, family, poetry, and ideology. Culminates in a day-long simulation of elite society in the eighteenth century. (Same as **History 274.**)

275c,d. Modern China. Fall 2001. MR. SMITH.

An introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as **History 275.**)

276c,d. A History of Tibet. Fall 2002. MR. SMITH.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **History 276.**)

[277b,d. Sociological Perspectives on China.]**278c,d. The Foundations of Tokugawa Japan.** Spring 2002. MR. SMITH.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as **History 278.**)

[279c. Warring States.]**280c,d. Self on Stage: The Nô Theater.** Spring 2002. MR. NISHIUCHI.

Examines Zeami, a medieval aesthetician of the *Nô* theater, and his influence on Yukio Mishima and Masakazu Yamazaki, twentieth-century playwrights. In particular, the course considers the self, emerging in the theatrical way in which “actor” and “spectator” encounter each other. Gadamer’s “playing field” and Wilshire’s “body-self” are considered as possible means of interpretation. (Same as **Theater 280.**)

281c. The Courtly Society of Heian Japan. Spring 2001. MR. CONLAN.

Seminar. Japan’s courtly culture spawned some of the greatest cultural achievements the world has ever known. Based on the *Tale of Genji*, a tenth-century novel of romance and intrigue, we attempt to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance and most base violence existed in tandem. (Same as **History 281.**)

282b,d. Japanese Politics and Society. Fall 2000. MS. NUMATA.

Surveys the institutions and groups that shape Japanese politics and policy-making. Focuses on the structure and process of policy-making, the constraints that decision-makers face, and the authority that they possess. Explores what makes Japanese politics “unique,” and what caused the political upheavals of the 1990s. (Same as **Government 232.**)

283c,d. The Origins of Japanese Culture and Civilization. Fall 2000. MR. CONLAN.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how “Japan” came into existence, and to chart how patterns of Japanese civilization shifted through time. We try to reconstruct the tenor of life through translations of primary sources, and gain a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283.**)

284c,d. The Emergence of Modern Japan. Spring 2001. MR. CONLAN.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being “civilized” in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284.**)

[286c,d. Japan and the World.]**332b,d. Advanced Seminar in Japanese Politics.** Spring 2001. Ms. NUMATA.

Analyzes the political, social, and cultural underpinnings of policy-making in postwar Japan. Explores the differences between Japanese and western forms of democracy, and asks if there is a unique “Japanese” form of democratic capitalism. Questions include: What features of the Japanese system enabled the country to achieve stunning economic growth while maintaining very high levels of income equality and social welfare, and low unemployment? And how sustainable will the system be in the future? (Same as **Government 332.**)

Prerequisite: **Asian Studies 282** or **Government 232.**

[336b,d. Foreign Policy in East Asia.]**[343c,d. Buddhism, Culture, and Society in South and Southeast Asia.]****370c,d. Problems in Chinese History.** Every fall. MR. SMITH.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **History 370.**)

[382c,d. Paradigms and Problems in South and Southeast Asian Religions.]**291c–299c. Intermediate Independent Study.****401c–404c. Advanced Independent Study and Honors.**

LANGUAGE COURSES

Chinese 101c. Beginning Chinese I. Every fall. MR. CUI.

A beginning course in modern standard Chinese (Mandarin). Introduction to the sound system, essential grammatical structures, basic vocabulary, and approximately 380 characters in traditional form. Rigorous training in pronunciation and tones, elementary communicative skills in listening, speaking, reading, and writing. No prerequisite.

Chinese 102c. Beginning Chinese II. Every spring. MR. CUI.

A continuation of **Chinese 101**. While further developing aural-oral skills in modern standard Chinese (Mandarin), the course focus gradually shifts toward reading and writing. Introduction and practice of more syntactic structures and usage, in addition to the next 400 characters in traditional form. Introduction to the use of Chinese-English dictionaries, and the principles of character simplification.

Prerequisite: **Chinese 101.**

Chinese 203c. Intermediate Chinese I. Every fall. MR. CUI.

An intermediate course in modern standard Chinese (Mandarin). Further develops students’ communicative competence in listening, speaking, reading, and writing in Chinese. Rigorous training to improve oral proficiency, and upgrade reading comprehension and writing skills. Assumed knowledge of basic Chinese grammar and vocabulary, and 780 most commonly used characters.

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Every spring. MR. CUI.

A continuation of **Chinese 203**. Its goal is to consolidate and expand students' knowledge of basic Chinese grammar and vocabulary, while advancing their communicative skills in Chinese. Students are able to discuss some social issues, read certain authentic materials, and write short essays in Chinese by the end of the semester.

Prerequisite: **Chinese 203** or its equivalent.

Chinese 307c. Advanced Chinese I. Every fall. THE DEPARTMENT.

Designed for advanced students with a variety of backgrounds and some difference in levels.

Prerequisite: **Chinese 204** or permission of the instructor.

Chinese 308c. Advanced Chinese II. Every spring. THE DEPARTMENT.

A continuation of **Chinese 307**.

Prerequisite: **Chinese 307** or permission of the instructor.

Japanese 101c. Beginning Japanese I. Every fall. MS. NAGATOMI.

An introduction to standard modern Japanese. Five hours per week, plus assigned language laboratory.

Japanese 102c. Beginning Japanese II. Every spring. MS. NAGATOMI.

A continuation of **Japanese 101**.

Japanese 203c. Intermediate Japanese I. Every fall. MS. NAGATOMI.

A continuation of **Japanese 102**. Five hours per week, plus assigned language laboratory.

Japanese 204c. Intermediate Japanese II. Every spring. MS. NAGATOMI.

A continuation of **Japanese 203**.

Japanese 205c. Intermediate Japanese III. Every fall. MS. NAGATOMI.

Third year of modern Japanese. Emphasis on reading a variety of materials and improving aural/oral proficiency and writing skills. Three hours per week.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Intermediate Japanese IV. Every spring. MS. NAGATOMI.

A continuation of **Japanese 205**.

Japanese 307c,d. Japanese Literature and Rhetoric. Fall 2001. MR. NISHIUCHI.

Investigates the rhetorical understanding of Japanese thought by analyzing Japanese literature, as well as the cultural situationality of the thought. This course is repeatable for credit as content changes.

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c,d. Topics in Japanese Aesthetics and Rhetoric. Spring 2002. MR. NISHIUCHI.

Explores both the rhetorical way of thinking in Japanese by reading Japanese theories and the dialogical encounter between Japanese and Continental philosophy. This course is repeatable for credit as content changes.

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Administered by the Biochemistry Committee; William L. Steinhart, *Chair*

(See committee list, page 302.)

Professors

John L. Howland

David S. Page

C. Thomas Settlemyre

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 104, Biology (Chemistry) 261, 262; Chemistry 109, 225, 226, 251; Mathematics 161, 171; Physics 103, 104.** Students should complete the required biochemistry core courses by the end of their junior year so that they may take 300-level courses and participate in research in the senior year. Majors must also complete three courses from the following: **Biology 210, 212, 214, 217, 218, 246, 255, 263, 303, 304, 307, 317, 401–404; Chemistry 210, 240, 252, 254, 263, 270, 330, 401–404; Physics 223, 260, 401–404.** Students may include as electives up to two 400-level courses.

Bowdoin College does not offer a minor in biochemistry.

Those planning to engage in independent study in biochemistry should complete at least one of the following courses: **Biology 212, 218, 263; Chemistry 210, 240, 254, 263.** Students taking independent study courses for the biochemistry major should register for **Biochemistry 401–404.**

Biology

Professors

Patsy S. Dickinson, *Chair*

John L. Howland

Carey R. Phillips†

C. Thomas Settlemyre

William L. Steinhart

Nathaniel T. Wheelwright

Associate Professor

Amy S. Johnson†

Assistant Professors

Barry A. Logan

Michael F. Palopoli

Joint Appointment with Environmental Studies

Assistant Professor John L. Lichter

Visiting Assistant Professors

M. Melissa Niblock

Gregory J. Teegarden

Adjunct Lecturer

Dean G. McCurdy

Director of Laboratories

Pamela J. Bryer

Laboratory Instructors

Rosy Chacko

Maya Crosby

Kate Farnham-Daggett

Karin Frazer

David Guay

Stephen Hauptman

Requirements for the Major in Biology

The major consists of seven courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104**, four core courses, and two other courses within the department, one of which must be at the 250 level or above. Core courses are divided into three groups. One course must be taken from each group. The fourth core course may be from any group.

Group 1

Genetics and
Molecular Biology
Microbiology
Development
Biochemistry I

Group 2

Comparative Physiology
Plant Physiology
Development

Group 3

Behavioral Ecology
and Population Biology
Biology of Marine
Organisms
Evolution

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or above). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are one physics course, **Physics 103** (or above), and **Chemistry 225**. Students are advised to complete **Biology 104** and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104**, seven biology courses must still be completed.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 71, 118, and 183.

Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

Introductory, Intermediate, and Advanced Courses

[57a. Concepts in Evolution.]

65a. The Impact of Biotechnology on Human Genetics. Fall 2000. MR. STEINHART.

Considers applications of new molecular and reproductive technologies in human genetics. Topics include diagnosis of genetic disorders, human population differences, gene therapies, issues in genetic counseling, and associated ethical questions. Emphasizes class discussion of issues and criticism of electronic and print documents prepared for the public.

104a. Introductory Biology. Every semester. MR. LOGAN AND MR. PALOPOLI; MS. DICKINSON AND MR. SETTLEMIRE.

Examines fundamental biological principles extending from the subcellular to the ecosystem level of living organisms. Topics include bioenergetics, structure-function relationships, cellular information systems, behavior, ecology, and evolutionary biology. Lecture and weekly laboratory/discussion groups.

121a. Plants: Ecology, Diversity, Form, and Function. Fall 2001. MR. LOGAN.

A survey course on plant biology. Topics include diversity and phylogenetic relationships among major plant taxa (particularly with respect to the local flora), physiological mechanisms underlying water and nutrient acquisition and use, photosynthesis, vascular plant anatomy, and ecological principles related to plant survival and reproduction. Relevant botanical topics such as the green revolution, ethnobotany, and forest ecology are also discussed. Laboratory sessions every week. (Same as **Environmental Studies 121**.)

Prerequisite: **Biology 104**.

[125a. Comparative Animal Nutrition.]**156a. Marine Ecology.** Fall 2000. MR. GILFILLAN.

The relationships between organisms and their environment are considered in the context of animals and plants living in the sea. The concept of marine communities living in dynamic equilibrium with their physical-chemical environment is introduced, and the influence of human activities on the ecology of marine organisms is explored. (Same as **Environmental Studies 200.**)

Prerequisite: A college-level science course or permission of the instructor.

158a. Introduction to Environmental Biology. Every year. Spring 2001. MR. LICHTER.

The science of ecology deals with the distribution and abundance of organisms. As such, ecologists have been in a position to call the public's attention to environmental changes associated with human population growth and activity that have deleterious effects on natural populations and ecosystems, and that may negatively affect the quality of life for humans. Examines the fundamentals of ecology to provide a solid background in the science, and discusses current ecological issues and dilemmas facing society. Laboratory sessions consist of local field trips, group research, case study exercises, and discussion of current and classic scientific literature. (Same as **Environmental Studies 201.**)

Prerequisite: one of the following: **Biology 104** or **Environmental Studies 100/Geology 100** or **Environmental Studies 103/Geology 103.**

210a. Plant Physiology. Every spring. MR. LOGAN.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210.**)

Prerequisite: **Biology 104.**

212a. Genetics and Molecular Biology. Every spring. MR. STEINHART.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and problem-solving sessions are scheduled.

Prerequisite: **Biology 104.**

214a. Comparative Physiology. Every spring. MS. DICKINSON.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104.**

215a. Behavioral Ecology and Population Biology. Every fall. MR. WHEELWRIGHT.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize ecological concepts, techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215.**)

Prerequisite: **Biology 104.**

216a. Evolution. Every spring. MR. PALOPOLI.

An examination of the theory of evolution by natural selection, the central theory in the study of biology. The course provides a broad overview of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory through the modern synthesis and present-day controversies over how evolution works; the evidence for evolution; evolutionary insights into processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. Laboratory sessions introduce students to artificial selection experiments, phylogenetic analysis, and other topics in evolutionary biology.

Prerequisite: **Biology 104.**

217a. Developmental Biology. Every fall. MS. NIBLOCK.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 104.**

218a. Microbiology. Every spring. MR. SETTLEMIRE.

An examination of the structure and function of microorganisms, primarily bacteria, with a major emphasis on molecular descriptions. Subjects covered include structure, metabolism, genetics, and basic virology. Laboratory sessions every week.

Prerequisite: **Biology 104 and Chemistry 225.**

219a. Biology of Marine Organisms. Every fall. MR. TEEGARDEN.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and group research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219.**)

225a. Community and Ecosystem Ecology. Fall 2000. MR. LICHTER.

Community ecology is the study of patterns in the distribution and abundance of organisms, whereas ecosystem ecology is concerned with the flow of energy and cycling of matter in communities. Explores the interactions within and among populations of plants, animals, and microorganisms, and how those interactions are regulated by the physical and chemical environment. Discusses the vast diversity of organisms, what processes maintain this biodiversity, and the relationship between biodiversity and ecosystem stability. Laboratory sessions consist of local field trips, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Environmental Studies 225.**)

Prerequisite: **Biology 104.**

230a. Aquatic Ecosystems. Spring 2001. MR. TEEGARDEN.

Freshwater and marine environments are examined from a systems ecology perspective. Emphasis is placed on the physical structure of the environment, and effects of structure on biological dynamics and fluxes of matter and energy. Topics include controls and seasonality of productivity, trophic dynamics, microbial contributions to system function, climatic influences on aquatic systems, and population and community structure of water-column environments. Lectures, discussion sections, and field trips. Service-learning research project required. (Same as **Environmental Studies 230.**)

Prerequisite: **Biology 104.**

246a. Cell Biology. Spring 2001. MR. HOWLAND.

The biology of cells, with particular emphasis on cellular membranes. Topics include growth and the cell cycle; regulation of protein synthesis and membrane-targeting; and the role of membranes in transport, signaling, and energy transfer.

Prerequisite: **Biology 104.**

252a. Evolution of Marine Invertebrates. Every other spring. Spring 2002.

MS. JOHNSON.

Principles of evolution are studied through a phylogenetic, functional, and morphological examination of marine invertebrates. Living representatives of all major marine invertebrate phyla are observed. Information from the fossil record is used to elucidate causes and patterns of evolution. Lectures, three hours of laboratory or field work per week, and an individual research project are required.

Prerequisite: **Biology 104.**

253a. Comparative Neurobiology. Every fall. MS. DICKINSON.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 214** or permission of the instructor.

254a. Biomechanics. Spring 2002. MS. JOHNSON.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment.

Prerequisite: **Biology 104.** Introductory physics and calculus are strongly recommended.

255a. Human Genetics. Fall 2001. MR. STEINHART.

The genetics of humans is examined at all levels, from molecular to population. Topics include the inheritance of mutations, multifactorial traits, phenotypic variation, and sex determination. Discussions focus on case studies, genetic counseling, the impact of biotechnology, technical and ethical aspects of genetic engineering, and theories of human evolution. Includes student-led seminars.

Prerequisite: **Biology 212.**

257a. Immunology. Fall 2000. MR. SETTLEMIRE.

Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered. Lecture and laboratory/discussion sessions as scheduled.

Prerequisite: **Biology 104**, plus one other biology course.

258a. Ornithology. Spring 2001. MR. WHEELWRIGHT.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215**.

261a. Biochemistry I. Every fall. MR. HOWLAND.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Chemistry 261**.)

Prerequisite: **Chemistry 226**.

262a. Biochemistry II. Every spring. MR. PAGE.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Chemistry 262**.)

Prerequisite: **Chemistry 226** and **Biology/Chemistry 261**.

263a. Laboratory in Molecular Biology and Biochemistry. Every fall.

MR. HOWLAND.

Lectures and discussions on topics including protein chemistry, membrane biochemistry, and bioenergetics. A major component of the course is a laboratory employing contemporary techniques in biochemistry, including radioisotopes, spectrophotometry, electrophoresis, chromatography and scanning electron microscopy. In the last third of the semester students complete an independent project. This course is a logical precursor to independent study in the areas of molecular biology and biochemistry. (Same as **Chemistry 263**.)

Prerequisite: Two from **Biology 212, 213, 261, or 262**.

280a. Plant Responses to the Environment. Fall 2000. MR. LOGAN.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature and a text facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Environmental Studies 280**.)

Prerequisite: **Biology 210**.

291a–294a. Intermediate Independent Study. THE DEPARTMENT.

303a. Virology. Fall 2001. MR. STEINHART.

A study of plant and animal viruses, beginning with lectures on fundamental virology and followed by student-led seminars based on the primary literature. Covers taxonomy, structure, replication, pathogenesis, epidemiology, and public health aspects of viruses.

Prerequisite: **Biology 212** or permission of instructor.

304a. Topics in Biochemistry. Spring 2001. MR. HOWLAND.

Study of the origin of life and early evolution. Topics include conditions of the prebiotic earth, provision of the raw materials for life, the premise that early life was based solely on RNA, and the evolution of metabolism and families of proteins. Early evolution includes that of archaea and bacteria, ending with the assembly, via endosymbiosis, of eukaryotic organisms.

Prerequisite: **Biology 212, 216, 261**, or permission of the instructor.

306a. Free Radicals and Antioxidants. Spring 2002. MR. LOGAN.

Ordinary cellular metabolism in aerobic environments results in the production of free radicals, and free radical-mediated cellular damage underlies many human diseases. In response to the danger they pose, organisms evolved elaborate antioxidant systems, enzymes, and metabolites that detoxify free radicals. The biology of free radicals and antioxidants in organisms ranging from bacteria to plants to humans is discussed, along with the importance of free radicals in disease processes. Time is devoted to discussing the primary literature and occasional laboratory sessions.

Prerequisite: A 200-level (or above) course in biology, or permission of the instructor.

307a. Advanced Molecular Genetics. Fall 2000. MR. STEINHART.

A seminar focusing on the application of the methods of contemporary molecular genetics and biotechnology to fundamental problems of plant and animal biology. Topics include cellular differentiation, hormonal regulation, responses to environmental stress and disease, cell transformation, agricultural and medical applications of genetic engineering, and new approaches in population and human genetics. Reading and discussion of articles from the primary literature.

Prerequisite: **Biology 212**.

310a. Advanced Developmental Biology. Spring 2001. MS. NIBLOCK.

The study of the principles and processes of embryonic and post-embryonic animal development, stressing mechanisms of cell and tissue interaction and morphogenesis. Students read original journal articles and participate in discussions. Laboratory projects include the use of the scanning electron microscope to study a specific developmental question.

Prerequisite: **Biology 217** or permission of the instructor.

317a. Molecular Evolution. Fall 2000. MR. PALOPOLI.

The dynamics of evolutionary change at the molecular level are examined. Topics include: neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Explores the evolution of development and the application of molecular methods to traditional questions in evolution. Includes lectures on molecular evolution, followed by student papers and seminars based on lecture fundamentals. Students also design and conduct independent projects using molecular techniques to address evolutionary queries.

Prerequisite: **Biology 212, 216, or 217**, or permission of the instructor.

325a. Topics in Neuroscience. Spring 2002. Ms. DICKINSON.

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: **Biology 253, Psychology 247**, or permission of the instructor.

397a. Advanced Winter Field Ecology. Every other spring. Spring 2002. MR. WHEELWRIGHT.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. The course is structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, to evaluate readings from the primary literature, to analyze data from field research projects, and to present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 397**.)

Prerequisite: **Biology 215**.

399a. Seminar in Biology/Environmental Studies: Marine Biotoxins—Sources, Impacts, and Management. Spring 2001. MR. TEEGARDEN.

Many species of marine algae are toxic or harmful. Blooms or “red tides” of such algae wreak havoc upon ecosystems, threaten public health, and cause economic hardship. These events directly conflict with increasing human pressure on coastal resources. Scientific and social issues are discussed to examine the sources and consequences of harmful algal blooms, with the goal of developing effective management strategies for coping with their occurrence. Problems from local to global scales are covered, with special focus on North American regions, including Gulf of Maine red tides and *Pfiesteria*. Through research projects, students produce management plans that identify the state of knowledge of a red tide problem, assess the environmental and social impacts, and make recommendations for policy development and future research. Field trip to a marine laboratory. (Same as **Environmental Studies 399**.)

Prerequisite: Any biology core course or permission of the instructor.

401a–404a. Advanced Independent Study and Honors. THE DEPARTMENT.

Chemistry

Professors

Ronald L. Christensen

Jeffrey K. Nagle†

David S. Page, *Chair**Adjunct Professors*

Robert de Levie

Edward S. Gilfillan

Associate Professors

Richard D. Broene

Elizabeth A. Stemmler

Assistant Professors

Brian R. Linton

Eric S. Peterson

Visiting Assistant Professor

Faraj Abu-Hasanayn

Director of Laboratories

Judith C. Foster

*Laboratory Support**Manager*

René L. Bernier

Laboratory Instructors

Beverly G. DeCoster

Paulette M. Messier

Colleen T. McKenna

Chemistry courses at the 50 level are introductory, do not have prerequisites, and are appropriate for nonmajors. Courses at the 100 level are introductory without formal prerequisites and lead to advanced-level work in the department. Courses 200 through 249 are at the second level of work and generally require only the introductory courses as prerequisites. Courses 250 through 290 are normally taken in the junior year and have two or more courses as prerequisites. Courses 300 through 390 normally are taken in the junior or senior year and have two or more courses as prerequisites.

Requirements for the Major in Chemistry

The required courses are **Chemistry 109, 210, 225, 226, 240, 251, 252, 254**, and any two courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course could begin with **Chemistry 109**. **Chemistry 101** is an introductory course for students wishing to have a full year of general chemistry at the college level. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103 and 104**, and **Mathematics 161 and 171**.

Because the department offers programs based on the interests and goals of the student, a prospective major should discuss his or her plans with the department as soon as possible. The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in other branches of science, medicine, secondary school teaching, and many fields in the business world. Advanced electives in chemistry (**Chemistry 310 and 340**) and additional courses in mathematics also allow students to meet the formal requirements of the American Chemical Society–approved chemistry major. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

A student wishing to conduct a senior-level laboratory independent study project (**Chemistry 401–404**) must have taken either **Chemistry 254 or 263**.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, and geology and chemistry. See pages 71, 167, and 168.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100-level.

Introductory, Intermediate, and Advanced Courses**101a. Introductory Chemistry.** Every fall. MR. PAGE.

A first course in a two-semester introductory college chemistry program. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week.

First-year students must take the chemistry placement examination during orientation.

109a. General Chemistry. Every fall and spring. THE DEPARTMENT.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week.

Prerequisite: One year of high school chemistry or **Chemistry 101**.

First-year students must take the chemistry placement examination during orientation.

210a. Quantitative Analysis. Fall 2000. MS. STEMMLER.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

225a. Organic Chemistry I. Fall 2000. MR. BROENE AND MR. LINTON.

An introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

226a. Organic Chemistry II. Spring 2001. MR. BROENE AND MR. LINTON.

A continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225**.

231a. Computer-Based Data Analysis in Chemistry. Every year. Spring 2001. MR. DeLEVIE.

Laboratory-based guide to the use of the computer as a quantitative tool for analyzing experimental data, as well as simulating them for known or assumed parameters. The major vehicle used is the Excel spreadsheet, because it is widely available, easy to learn, powerful, makes graphing easy, and can readily be made to incorporate higher-level programs in its macros. Examples discussed include scientific statistics, least-square methods, Fourier transform methods, and specific data analysis methods in spectrometry, chromatography, electrochemistry, and chemical kinetics. Students are taught how to write macros in VBA (Visual Basic for Applications), the standard language of MS Office, and are encouraged to bring their own problems.

Prerequisite: **Chemistry 109** and **Mathematics 171**.

240a. Inorganic Chemistry. Spring 2001. MR. ABU-HASANAYN.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

251a. Physical Chemistry I. Every fall. MR. PETERSON.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical reaction kinetics are related to molecular properties by means of the kinetic theory of gases, the laws of thermodynamics and transition state theory.

Prerequisites: **Chemistry 109, Physics 103, Physics 104, and Mathematics 171,** or permission of the instructor. **Mathematics 181** recommended.

252a. Physical Chemistry II. Every spring. MR. CHRISTENSEN.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy.

Prerequisite: **Chemistry 109, Physics 103, Physics 104, and Mathematics 171. Mathematics 181** recommended.

Note: **Chemistry 252** may be taken prior to taking **Chemistry 251.**

254a. Physical Chemistry Laboratory. Every spring. MR. PETERSON.

Experiments in thermodynamics, kinetics, spectroscopy, and quantum chemistry. Modern methods, such as vibrational and electronic spectroscopy, calorimetry, and time-resolved kinetics measurements, are used to verify and explore fundamental concepts in physical chemistry. In addition, instrumental topics are discussed. These include digital electronics, computer-based data acquisition, and the use of pulsed and continuous lasers. Emphasis on a modular approach to experimental design and the development of scientific writing skills. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 251 and 252** (generally taken concurrently).

261a. Biochemistry I. Every fall. MR. HOWLAND.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Biology 261.**)

Prerequisite: **Chemistry 226.**

262a. Biochemistry II. Every spring. MR. PAGE.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Biology 262.**)

Prerequisite: **Chemistry 226 and Biology/Chemistry 261.**

263a. Laboratory in Molecular Biology and Biochemistry. Every fall. MR. HOWLAND.

Lectures and discussions on topics including protein chemistry, membrane biochemistry, and bioenergetics. A major component of the course is a laboratory employing contemporary techniques in biochemistry, including radioisotopes, spectrophotometry, electrophoresis, chromatography and scanning electron microscopy. In the last third of the semester students complete an independent project. This course is a logical precursor to independent study in the areas of molecular biology and biochemistry. (Same as **Biology 263.**)

Prerequisites: Two from **Biology 212, 213, 218, 261, or 262.**

270a. Molecular Structure Determination in Organic Chemistry. Spring 2001. Mr. BROENE.

Theory and applications of spectroscopic techniques useful for the determination of organic structures. Mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance (NMR) spectroscopy are discussed. Heavy emphasis is placed on applications of multiple-pulse Fourier transform NMR spectroscopic techniques. Lectures and up to two hours of laboratory work per week.

Prerequisite: **Chemistry 226**.

310a. Instrumental Analysis. Spring 2001. Ms. STEMMLER.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Signal processing, correlation techniques, and computer interfacing are explored. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 210**, or permission of the instructor.

330a. Bioorganic Chemistry of Enzyme Catalysis. Fall 2000. Mr. PAGE.

An introduction to structure and mechanism in bioorganic chemistry. Concepts and methods of physical organic chemistry are applied toward understanding the factors that govern the catalysis of reactions by enzymes.

Prerequisites: **Chemistry 226** and **251**, or permission of the instructor.

340a. Advanced Inorganic Chemistry. Fall 2000. Mr. ABU-HASANAYN.

An in-depth coverage of inorganic chemistry. Spectroscopic and mechanistic studies of coordination and organometallic compounds, including applications to bioinorganic chemistry, are emphasized. Symmetry and applications of group theory are included.

Prerequisites: **Chemistry 240** and **252**.

[350a. Photochemistry: Light, Chemistry, and Life.]

291a–294a. Intermediate Independent Study. THE DEPARTMENT.

401a–404a. Advanced Independent Study and Honors. THE DEPARTMENT.

For students intending to conduct a laboratory research project, either **Chemistry 254** or **263** is required.

Classics

Professor

Barbara Weiden Boyd

Associate Professor

James A. Higginbotham, *Chair*

Assistant Professor

Jennifer Clarke Kosak

Instructor

Irene Polinskaya

The Department of Classics offers two major programs: one with a focus on language and literature (Classics), and one with a focus on classical archaeology (Classics/Archaeology). Students pursuing either major are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the two major programs: for each, requirements in Greek and/or Latin and in classical archaeology must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of classics courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level; one of the remaining courses should be **Archaeology 101** or **102**. Students concentrating in one of the languages are encouraged to take at least two courses in the other. Beginning with the Class of 2001, the senior seminar (**Classics 399**) will be required.

Classics/Archaeology

Within the broader context of classical studies, the classics/archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classics/Archaeology

The major in classics/archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101**, **102**, and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. Beginning with the Class of 2001, the senior seminar (**Classics 399**) will be required.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 167.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek*: Five courses in the department, including at least four in the Greek language;
2. *Latin*: Five courses in the department, including at least four in the Latin language;
3. *Classics*: Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206**;
4. *Archaeology*: Six courses in the department, including either **Archaeology 101** or **102**, one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:
 - a. —*for the Greek studies concentration*:
 - two courses in the Greek language;
 - Archaeology 101**;
 - one of the following: **Classics 11** (or any other appropriate first-year seminar), **101** or **102**; or **Philosophy 111**; or **Government 240**;
 - and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335**; **Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.
 - b. —*for the Roman studies concentration*:
 - two courses in the Latin language;
 - Archaeology 102**;
 - one of the following: **Classics 11** (or any other appropriate first-year seminar), **101** or **102**; or **Philosophy 111**; or **Government 240**;
 - and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students in both major programs can study in the junior year (see page 45). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and 102 are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 2001. MR. HIGGINBOTHAM.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other “minor arts” are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art 209.**)

102c. Introduction to Roman Archaeology. Fall 2000. MR. HIGGINBOTHAM.

Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other “minor arts.” Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art 210.**)

201c. Archaeology of the Hellenistic World. Spring 2001. MR. HIGGINBOTHAM.

Examines the reign and legacy of Alexander the Great, as evidenced in the archaeological record. From his accession to the throne of Macedonia in 336 B.C., until his untimely death in 323 B.C., Alexander extended the boundaries of the Greek world from the Balkans to Egypt, Mesopotamia, and Asia as far as the Indus River. The course covers the dramatic developments in sculpture, painting, architecture, and the minor arts in the cosmopolitan Greek world from the time of Alexander the Great until the advent of Rome in the first century B.C. Assigned readings supplement illustrated presentations of the major monuments and artifact sessions in the Bowdoin College Museum of Art.

[204c. Pagans and Christians: Art and Society in Late Antiquity.]

205c. *Historia Naturalis*: Society and the Environment in the Ancient Mediterranean. Spring 2002. MR. HIGGINBOTHAM.

Explores how the ancient Greeks and Romans viewed their natural world and how these perspectives are revealed by the archaeological record. Focuses on ancient resource management as reflected in the practices of agriculture, pisciculture, animal husbandry, mining, and quarrying; how architecture and hydraulic engineering facilitated the access to and the procurement of raw materials; and the resultant consequences for the ancient environment. Drawing on ancient literary testimonia from such writers as Aristotle, Pliny the Elder, Vitruvius, Varro, Columella, and Virgil, the class examines the ancient responses to population pressures and natural disasters, the development of urban planning, contrasts (or conflicts) between the city and countryside, and the creation of artificial landscapes. (Same as **Environmental Studies 205.**)

Prerequisite: One of the following: **Archaeology 101 or 102, Environmental Studies 101, Biology 104, Geology 100 or 101**, or permission of the instructor.

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include: the Greek bronze age; Etruscan art and archaeology; Greek and Roman numismatics; Pompeii and the cities of Vesuvius. The 300-level course scheduled for 2000–2001 is:

302c. Ancient Numismatics. Spring 2001. MR. HIGGINBOTHAM.

Surveys Greek and Roman coinage by examining a series of problems ranging chronologically from the origins of coinage in the seventh century B.C. to the late Roman empire. How do uses of coinage in Greek and Roman society differ from those of the modern era? How does numismatic evidence inform us about ancient political and social, as well as economic, history? One class each week is held in the Bowdoin College Museum of Art, and course assignments are based on coins in the collection.

Prerequisite: **Archaeology 101** or **102**, or permission of the instructor.

304c. Pompeii and the Cities of Vesuvius. Spring 2002. MR. HIGGINBOTHAM.

The archaeological record of Pompeii and the neighboring towns of the Bay of Naples is unique in the range and completeness of its testimony about domestic, economic, religious, social, and political life in the first century A.D. Examines archaeological, literary, and documentary material ranging from architecture and sculpture to wall painting, graffiti, and the floral remains of ancient gardens, but focuses on interpreting the archaeological record for insight into the everyday life of the Romans. Archaeological materials are introduced through illustrated presentations and supplementary texts.

Prerequisite: **Archaeology 101** or **102**, or permission of the instructor.

CLASSICS

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

[101c. Classical Mythology.]

102c. Introduction to Ancient Greek Culture. Spring 2001. Ms. KOSAK.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition; considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

[204c. Pagans and Christians: Art and Society in Late Antiquity.]

[211c. History of Ancient Greece: Bronze Age to the Death of Alexander.]

212c. Ancient Rome. Spring 2001. Ms. POLINSKAYA.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. The course introduces different types of sources—literary, epigraphical, archaeological, etc.—and students learn how to use them as historical documents. (Same as **History 202.**)

[223c. Family and Society in Ancient Rome.]**229c. Gender and Sexuality in Classical Antiquity.** Fall 2000. Ms. KOSAK.

Explores male and female sexuality and gender roles in the ancient Greek and Roman world. What did it mean to be male or female? To what extent were gender roles negotiable? How did gender—and expectations based on gender—shape behavior? How did sexuality influence public life and culture? Using literary, documentary, and artistic evidence, the course examines the biological, social, religious, legal, and political principles that shaped the construction of male and female identities and considers the extent to which gender served as a fundamental organizational principle of ancient society. Also considers how Greek and Roman concepts of sexuality and gender have influenced our own contemporary views of male and female roles. All readings are done in translation. (Same as **Women's Studies 229.**)

230c. Territory and Identity in Ancient Greece. Fall 2000. Ms. POLINSKAYA.

Examines the interrelationships between the development of distinct socio-territorial entities in the Greek world and the concomitant process of the growth of local religious systems, which both reflect and shape local civic identities. Explores the interplay of ethnic, religious, and civic dimensions in the formation of cultural identities. Introduces students to the aspects of polytheistic worship and the development of local mythologies. Students will also investigate the types of sources used to study ancient religion and the methods of interpretation applied to them. Evidence is drawn primarily from examples of Greek mythology, archaeology, and epigraphy. All readings of ancient authors are done in translation. (Same as **History 200.**)

399c. Senior Seminar for Classics and Classics/Archaeology Majors. Fall 2000. Ms. BOYD AND THE DEPARTMENT.

The senior seminar brings together students majoring in Classics and Classics/Archaeology. Its goals are to unite majors with different concentrations and expertise in an in-depth study of an aspect of classical culture or period in ancient history; ensure students' grasp of the interdisciplinary nature of classical studies; provide an intelligent introduction to major research tools used by scholars focusing on different aspects of the discipline; encourage collaborative work among majors and between students and faculty; and prepare those students who wish to proceed to an honors project in the spring semester. Beginning with the Class of 2001, this seminar is required of all majors.

GREEK

101c. Elementary Greek. Every fall. Ms. KOSAK.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek. Every spring. Ms. KOSAK.

A continuation of **Greek 101**; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

203c. Intermediate Greek for Reading. Every fall. Ms. POLINSKAYA.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c. Homer. Every spring. Ms. POLINSKAYA.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Greek lyric and elegiac poetry; Homer's *Odyssey*; Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level courses scheduled for 2000–2001 include:

302c. Lyric Poetry. Spring 2001. Ms. KOSAK.

[303c. The Historians.]

LATIN

101c. Elementary Latin. Every fall. Ms. BOYD.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin. Every spring. Ms. BOYD.

A continuation of **Latin 101**. During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Mr. HIGGINBOTHAM.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c. Studies in Latin Literature. Every spring. Ms. POLINSKAYA.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

Latin 205 and **206** are offered in alternate years.

205c. Latin Poetry. Every other year. Fall 2000. MR. HIGGINBOTHAM.

An introduction to the appreciation and analysis of works by the major Latin poets. Readings include selections from poets such as Catullus, Lucretius, Horace, Virgil, and/or Ovid. Equivalent of **Latin 204** or four years (or more) of high school Latin is required.

206c. Roman Comedy. Every other year. Fall 2001. Ms. BOYD.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin, and several others in English translation. Students are introduced to modern scholarship on the history and interpretation of Roman theater.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses*; Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics*; Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses scheduled for 2000–2001 and 2001–2002 include:

301c. The Historians. Fall 2000. Ms. BOYD.**302c. Ovid's *Metamorphoses*.** Spring 2001. Ms. BOYD.**304c. Cicero and Roman Oratory.** Fall 2001. Ms. BOYD.**305c. Virgil. *The Aeneid*.** Spring 2002. Ms. BOYD.**Independent Study in Greek, Latin, Archaeology, and Classics****291c–294c. Intermediate Independent Study.** THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

Colby-Bates-Bowdoin Off-Campus Study Away Programs

Colby, Bates, and Bowdoin Colleges (CBB) collaborate in running study abroad centers in Cape Town, South Africa; London, England; and Quito, Ecuador. Each center runs up to three programs per semester, encompassing a wide variety of courses; a different set of programs is offered each year. CBB faculty members direct and teach in the programs. Courses are designed to make full use of the instructional and cultural resources of the region, through such methods as instruction by local scholars, homestays, community service, and internships. Students take two or three courses in a specific program, and one or two electives in areas of more general interest. The programs are centrally administered at Bowdoin by the CBB off-campus study program administrator.

CBB CAPE TOWN

A program is offered in both the fall and spring semester. Students take two courses with the program and two at the University of Cape Town.

Fall 2000 Program

Randolph Stakeman, Director

Living Cape Town History. MR. STAKEMAN.

A "hands on" introduction to the political and economic processes that have shaped black/white relations in South Africa and continue to affect the development of a successful multi-racial society, economic development, and political stability. Looks at the development of political structures and political groups, economic infrastructures and economic relations among different racial groups, and the historical events that have shaped all South Africans. Students develop multimedia projects to teach South African history.

From Jazz to Black Power: The African-American Impact on South Africa. MR. STAKEMAN.

Rightly or wrongly, the African-American experience has been compared to that of the non-white peoples of South Africa. Models for segregation, education, urban culture, and finally liberation, have been drawn from America and have found new meanings and permutations in the South African context. Examines the validity of the comparisons and the effects of cross-cultural application of those ideas by looking at urban migration, urban cultures, segregation systems, and the rhetoric of liberation.

Spring 2001 Program

Catherine Besteman, Colby College, Director

Politics and Culture in Contemporary South Africa. MS. BESTEMAN.

Politics are expressed culturally, aesthetically, and silently everywhere in the world. Explores how South Africans have expressed political views and political activism in aesthetic and expressive ways over the past two decades. Works toward an anthropological understanding of the poetics of political/cultural expression through reading ethnographies, novels, plays, short stories and poetry, and visiting museums.

Violence, Memory, and Reconciliation. Ms. BESTEMAN.

How do people in societies that have experienced civil war, terror, and violence survive and cope with the continual fear and uncertainty of war? How do people in these circumstances explain to themselves and to each other what is happening? How do people make moral judgments, act, talk, meet their basic daily needs, love, and dream in conditions of violence and terror? Addresses some broader questions of memory and reconciliation through in-depth reading of local ethnographies of how people survive and interpret violence. Includes ethnographic descriptions of people's lives in Argentina, Guatemala, El Salvador, Rwanda, Zimbabwe, Bosnia, Mozambique, and South Africa during the civil wars in these countries. Studies how people in these countries remember the years of violence, and how they negotiate the politics and emotions of reconciliation. Addresses international law and the structures of national and international reconciliation projects, and also focuses on how popular memory is shaped, individual and collective forgiveness constructed, and national healing envisioned at the popular level.

CBB LONDON*Fall 2000 Government Program*

Paul N. Franco, *Director*

British Political Philosophy from Hobbes to Burke. MR. FRANCO.

A foundational course in political philosophy, focusing on the seminal figures of Hobbes, Locke, Hume, Burke, and possibly Adam Smith. Significant attention is paid to the historical-political contexts in the seventeenth century, and the development of parliamentary politics, the emergence of parties, and the rise of commerce in the eighteenth century. Topics include liberty, equality, natural rights, the social contract, sovereign authority, property, commerce, religion, revolution, custom, tradition, liberalism, and conservatism.

Democracy, Liberty, and Culture in Nineteenth-Century British Political Thought. MR. FRANCO.

A more advanced course (though still accessible to the student without a significant background in political philosophy), focusing on the development of democracy in nineteenth-century Britain and the concerns—political, moral, economic, and cultural—that are raised; also on the concomitant decline of religious faith and its consequences for politics. Interdisciplinary as much as possible, drawing on history, literature, religion, art, and architecture, as well as philosophy. Authors include Bentham, Coleridge, Carlyle, John Stuart Mill, James Fitzjames Stephen, Matthew Arnold, John Ruskin, Richard Morris, George Eliot, T. H. Green, and Henry Maine.

Contemporary British Politics. PROGRAM STAFF.

A comparative politics course examining the British system of government and the most important issues and developments in British politics since 1945. Topics include parliamentary government, the evolving party system, electoral behavior the rise and fall of the welfare state, Thatcher's economic revolution, race relations, the break-up of the Empire, NATO, the European Union, Welsh and Scottish devolution, and Northern Ireland.

Fall 2000 Biology Program: Biomedical Sciences**Arthur K. Champlin, Colby College, Director****Human Genetics and Reproductive Technology. MR. CHAMPLIN.**

A study of the mechanisms of inherited diseases and the techniques used for assisted reproduction in humans. London is a center of excellence in both areas, and the class is supplemented by guest speakers and by field trips.

In addition, students may take one or two of the following courses offered at the University of East London: **Immunology, Toxicology, Medical Parasitology, Infectious Disease Process, and Pharmacology.**

Fall 2000 History Program: Britain through the Ages**Michael Jones, Bates College, Director****The Archaeology of Roman Britain. MR. JONES.**

Designed to take advantage of location in Britain to combine archaeological theory, history, and field studies of landscapes, archaeological sites, and museum collections. The combination of theory, landscape, and "ruins" is an evocative way of knowing about Romans and natives in Britain, and the grand Roman historical themes of colonialism, empire, assimilation, acculturation, and resistance.

Celt and Saxon: Britain in the Early Middle Ages. MR. JONES.

An interdisciplinary study of Britain in the period 400–1000 C.E. Examines the spiritual world of pagan and early Christian Britain, as well as the social, political, and economic structures of the neighboring cultures of the British Celts and Anglo-Saxons.

Other courses offered at the CBB London Centre in Fall 2000 include:

Archaeology of London: An Introduction. PROGRAM STAFF.**Performing Arts: Text and Performance II. PROGRAM STAFF.****Art and Architecture of London. PROGRAM STAFF.****Economics: The Economic Integration of the European Union. PROGRAM STAFF.****The History of London through Literature. PROGRAM STAFF.*****Spring 2001 English and Performing Arts Program:******From Shakespeare to the Modern Theater*****Cristina Malcolmson, Bates College, Director*****Option A:*****Shakespeare in the Theater. Two sections: MS. MALCOLMSON AND PROGRAM STAFF.**

A study of stage production and the interpretive nature of performance in the context of the urban environment. As well as attending several Shakespeare plays in London and Stratford, the class visits relevant areas in order to consider their implications for Shakespeare's

biography, the shape of the city in the sixteenth and seventeenth centuries, and the cultural meaning of the theater for urban audiences. Goals include a fresher sense of the significance of Shakespeare's language and drama in his time, a more vivid understanding of the context of his plays, and an ability to consider production possibilities on the Elizabethan as well as the modern stage.

England from the Margins. Ms. MALCOLMSON.

Considers the literary representations of the English nation by writers from other countries, the English colonies, or those who have been labeled or who identify as cultural outsiders. Attention is given to how race and ethnicity is positioned in relation to ideas of nationhood, the intersection of race and gender differences, and what makes an outsider become an insider. Writers include Olaudah Equiano, Oscar Wilde, Henry James, Jean Rhys, Hanif Kureishi, Kazuo Ishiguro, Cornershop, and Stuart Hall.

Contemporary British Drama. PROGRAM STAFF.

Allows students to take advantage of the modern offerings on the London stage and to consider contrasts between early modern and twentieth-century theater. Students attend productions both in the West End and in fringe theaters, read texts and discuss the performances of these texts, and write about the texts and productions they see.

Option B:

Shakespeare in the Theater. (See description above.)

Contemporary British Drama. (See description above.)

Acting. PROGRAM STAFF.

Voice and Movement. PROGRAM STAFF.

Spring 2001 Sociology Program: Social and Cultural Change in Britain

Thomas Morrione, Colby College, Director

Theories of Social Change: Focus on Great Britain. MR. MORRIONE.

Introduces students to classic sociological theories of social change, from Auguste Comte and Herbert Spencer, Karl Marx, Max Weber, Vilfredo Pareto, George Herbert Mead, and Emile Durkheim, to modern and post-modern social theorists, with emphasis on modern Britain. Also focuses on questions associated with recent ongoing changes in the United Kingdom and this country's relationship to Europe. Considers questions such as the social and cultural ramifications of the Euro or metrification, as well as the changing ethnic and racial composition of urban London.

Images of Self and Collective Identity in "Devolutionary" Britain. MR. MORRIONE.

Major questions considered, in addition to fundamental ones such as the meaning of personal and collective identity, direct attention at assessing personal, interpersonal, communal, and national consequences of rapid, pervasive, and large-scale social change. Particular emphasis is placed on the nature of identity as it relates to urban life.

Homelessness in Britain. PROGRAM STAFF.

Through participation in a community service or community study project relating to homelessness, students acquire an understanding of social policies affecting people in need of social welfare support. Work, family, governmental policy, social inequality, and crime are among topics considered. US/UK comparisons are made throughout.

Other courses offered at the CBB London Center in Spring 2001 include:

Performing Arts: Text and Performance I. PROGRAM STAFF.

The History of London through Literature. PROGRAM STAFF.

Economics: The Economic Integration of the European Union. PROGRAM STAFF.

The Art and Architecture of London. PROGRAM STAFF.

Government: Contemporary British Politics. PROGRAM STAFF.

CBB QUITO

Two programs are offered in Fall 2000. All courses except **Spanish Language** are taught in English. Spanish language courses are taught by faculty of the Andean Center for Latin American Study (ACLAS). The **Spanish Language** course is required on all programs in Quito unless fluency in the language can be demonstrated; students take a placement test upon arrival in Quito.

Fall 2000 Anthropology Program:

Indigenous Peoples of Ecuador and the Americas

Jeffrey D. Anderson, Colby College, Director

Human Rights and Indigenous Peoples of the Americas. MR. ANDERSON.

Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the disruptive effects of colonization, globalization, nation-state power, racist ideologies, assimilation, environmental destruction, and industrial resource appropriation. To develop an informed, up-to-date, and critical understanding linking the situation of local Ecuadorean indigenous peoples with the hemispheric and global context, the course first offers an overview of conceptual issues in anthropology surrounding human rights and a survey of the contemporary state and activities of various indigenous peoples from South, Central, and North America. Building upon this comparative background, the course moves toward an intensive focus on Ecuadorean indigenous peoples' enduring, recent, and emerging issues, strategies, successes, and challenges for gaining recognition of their rights. Finally, students are guided to on-line, library, and field research about Ecuadorean indigenous peoples, organizations, and movements themselves; local anthropological perspectives; roles of non-governmental human rights organizations; policy and implementation by the national government; and the place of the United Nations in the contemporary indigenous rights movement.

Prerequisite: an introductory course in cultural anthropology or permission of the instructor.

Independent Study. MR. ANDERSON.

With supervision and guidance from faculty, students formulate and conduct individual or group research projects framed by their own academic interests and utilizing local resources. Students are encouraged, although not required, to focus on areas encompassed by the anthropology emphasis for the semester and their language study. A combination of field study, library research, on-line work, and other available methods is also encouraged.

Spanish Language. ACLAS STAFF.

*Fall 2000 Modeling in the Sciences on the Equator Program*David C. Haines, Bates College, *Director*

Prerequisites for the program: One year of college-level Spanish or the equivalent, and calculus. Those with no previous Spanish language training must take introductory Spanish during the summer before the program.

Mathematical Modeling. MR. HAINES.

Building quantitative models is an important part of many sciences, usually beginning within a specific field, such as geology or biology, then turning to mathematics to determine what model-building tools are available. This course approaches modeling differently, first providing an overview of what it means to build and test a model, then explaining various specific approaches to modeling a system. The techniques used may include calculus, but in many cases they require only high school mathematics.

Modeling Project. MR. HAINES.

Modeling presents opportunities both to use mathematical reasoning in the real world and to experience the challenges of problem-solving. Working in small groups, students formulate projects that connect their academic interests and can be carried out in Ecuador. These may involve gathering data in the field, studying previous models, or working with local scientists or officials. The result of the project is a paper describing the model, followed by a seminar presentation of the model.

Other courses offered at the CBB Quito Center in Fall 2000 include a general course on Ecuador's natural and social environment and:

Spanish Language. ACLAS STAFF.

Computer Science

Professor

Allen B. Tucker, Jr.**,
Chair (fall semester)

Associate Professor

David K. Garnick*,
Chair (spring semester)

Assistant Professors

Eric L. Chown
Stephen M. Majercik

Requirements for the Major in Computer Science

The major consists of nine computer science courses and two mathematics courses (**Mathematics 161** and either **200** or **228**), for a total of eleven courses. The computer science courses in the major are the two introductory courses (**Computer Science 101** and **210**), four intermediate "core" courses (**Computer Science 220, 231, 250, and 289**), and three elective courses (i.e., any computer science courses numbered 300 or above). Depending on individual interests, **Computer Science 291–294** or **401–404** (Independent Study) may be used to fulfill one of these elective requirements.

Requirements for the Minor in Computer Science

The minor consists of five courses, **Computer Science 101, 210**, and any three courses numbered 200 or above. **Mathematics 200** or **228** can be applied to the minor if a prerequisite for any other course is taken for the minor.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 167.

Introductory, Intermediate, and Advanced Courses**101a. Introduction to Computer Science.** Every semester. THE DEPARTMENT.

An introduction to computer science and problem solving. Students develop interactive programs to create graphics, manipulate text, and perform numerical calculations. The course is open to all students, and does not assume any prior programming experience. Special sections, designated “science emphasis,” focus on scientific and mathematical applications; these sections may be of special interest to students looking to complement studies in mathematics and natural and social sciences. One of the sections offered in Spring 2001 will have a science emphasis. All sections provide good preparation for further computer science courses.

210a. Data Structures. Every semester. MR. CHOWN.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. This course is a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures.

Prerequisite: **Computer Science 101.**

220a. Computer Organization. Every fall. MR. TUCKER.

Computer systems are organized as multiple layers. Each layer provides a more sophisticated abstraction than the layer upon which it rests. This course examines system design at the digital logic, machine language, and assembly language layers of computer organization. The goal of the course is to understand how it is possible for hardware to carry out software instructions. Laboratory work familiarizes students with a particular machine through assembly-language programming and the use of logic design techniques to study the behavior of basic machine components.

Prerequisite: **Computer Science 101.**

231a. Algorithms. Every fall. MR. MAJERCIK.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Mathematics 231.**)

Prerequisites: **Computer Science 210** and **Mathematics 200** or **228**, or permission of the instructor.

250a. Principles of Programming Languages. Every spring. MR. CHOWN.

Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, “functional” languages (such as LISP) focus attention on the behavioral aspects of the real-world phenomena being modeled; “object-oriented” languages (such as C++ and Java) focus attention on the objects being modeled and the interactions that occur among them. Covers principles of language design and implementation including syntax, semantics, data abstraction, control structures, and compilers.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**. The mathematics course may be taken during the same semester as this course.

289a. Theory of Computation. Every spring. MR. GARNICK.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems. (Same as **Mathematics 289**.)

Prerequisite: **Mathematics 200** or **228**, or permission of the instructor.

291a–294a. Intermediate Independent Study. THE DEPARTMENT.**325a. Cryptography and Network Security.** Offered in alternate years. Spring 2002. MR. MAJERCIK.

The smooth functioning of society increasingly depends on the flow of information through computer networks. Problems of privacy, authenticity, and security of information are increasingly important, and cryptography is essential in addressing these issues. Covers cryptographic techniques and their application in network security, including mathematics of cryptography, algorithms, computational issues in cryptography, security systems, and social and political issues surrounding cryptography and security.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**.

335a. Parallel Computing. Offered in alternate years. Fall 2001. MR. GARNICK.

Examines ways in which computers and languages can provide services in parallel and coordinate the use of distributed resources. Topics include the design and analysis of parallel algorithms, interconnection networks, language-level primitives for distributed computing, emergent behavior, and parallel algorithms in semi-numerical and scientific applications. Special attention is given to techniques for coordinating computations on multiple computers.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**. It is recommended that students take either **Computer Science 231** or **250** prior to taking this course.

[340a. Computer Graphics.]**[355a. Cognitive Architecture.]****370a. Artificial Intelligence.** Offered in alternate years. Fall 2000. MR. CHOWN.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language, and computer vision.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**, or permission of the instructor.

375a. Optimization and Uncertainty. Offered in alternate years. Spring 2001. MR. MAJERCIK.

Optimization problems and coping with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. Examples of this approach are belief networks and Markov decision processes. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Explores artificial intelligence from the numeric perspective: constraint satisfaction, combinatorial optimization, function approximation, probabilistic inference, and control. Also looks at applications such as robotics and natural language processing.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**.

401a–404a. Advanced Independent Study and Honors. THE DEPARTMENT.

Economics

Professors

John M. Fitzgerald†
Jonathan P. Goldstein*
David J. Vail

Associate Professors

Rachel Ex Connelly
Gregory P. DeCoster, *Chair*
Deborah S. DeGraff
C. Michael Jones**

Assistant Professor

B. Zorina Khan
Visiting Assistant Professor
Kerry E. Pannell
Instructor
Guillermo Herrera
Visiting Instructor
James A. Hornsten

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to study economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to study the application of economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256, and 257**), two advanced topics courses numbered in the 300s, and two additional courses in economics numbered 200 or above. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255, 256, and 257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C or better must be earned in a course.

All prospective majors and minors are strongly encouraged to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316**. The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316**. Students should consult the Economics Department about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 168.

Requirements for the Minor in Economics

The minor consists of **Economics 255** or **256**, and any two additional courses numbered 200 or above.

First-Year Seminar

For a full description of first-year seminars, see pages 129–36.

[12b. Economics and Women's Life Cycle.]**Introductory, Intermediate, and Advanced Courses****101b. Principles of Microeconomics.** Every semester. THE DEPARTMENT.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102**.

102b. Principles of Macroeconomics. Every semester. THE DEPARTMENT.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101**.

207b. The International Economy. Spring 2002 or Fall 2002. MR. JONES.

Explores how international trade, and the policies a nation uses to influence its trade, affect welfare at home and abroad. Central topics are classical and modern theories of the gains from trade; the determinants of the trade patterns we observe; the types and impacts of protectionist policies; the role of increased globalization on a nation's competitiveness and its distribution of income; the political economy of protectionism at the national, regional (NAFTA), and international (WTO) levels; and the experience with the use of trade policies to influence development and growth.

Prerequisite: **Economics 101**.

208b. American Economic History. Fall 2001 or Spring 2002. MS. KHAN.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of U.S. economic growth. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions.

Prerequisites: **Economics 101** and **102**.

[209b. Financial Markets.]**210b. Economics of the Public Sector.** Fall 2001 or Spring 2002. MR. FITZGERALD.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have taken **Economics 310**.

Prerequisite: **Economics 101**.

211b. Poverty, Inequality, and Redistribution. Fall 2001 or Spring 2002. MR. FITZGERALD.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include: social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences for families and subsequent generations. A substantial part of the course focuses on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101.**

212b. Labor and Human Resource Economics. Fall 2000. MS. CONNELLY.

A study of labor market structure and its performance, with special emphasis on human resource policies, human capital formation, and models of discrimination in the labor market.

Prerequisite: **Economics 101.**

[213b. History of Economic Thought.]**216b. Industrial Organization.** Spring 2001. MR. HORNSTEN.

A study of the organization of for-profit and nonprofit firms, their strategic interactions, the role of information, and public policy issues involving antitrust and regulation. Introduces basic game-theoretic concepts, with which many problems of industrial organization can be analyzed.

Prerequisite: **Economics 101** or permission of the instructor.

[217b. The Economics of Population.]**218b. Environmental Economics.** Fall 2000. MR. VAIL.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, pollution, and ecosystem services; the role of market and institutional failures in explaining the existence of pollution and ecological degradation; evaluation of alternative pollution control and environmental management strategies; the adequacy of renewable and depletable resource stocks to meet the future demands of the United States and the world. (Same as **Environmental Studies 218.**)

Prerequisite: **Economics 101.**

219b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Spring 2001. MR. VAIL.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Environmental Studies 220.**)

Prerequisite: **Economics 101 and 102**, or permission of the instructor.

221b. Marxian Political Economy. Fall 2001 or Spring 2002. MR. GOLDSTEIN.

An introduction to the philosophical and methodological foundations of Marxian theory and the Marxian analysis of capitalistic economic development. After a brief introduction to the Marxian method, the basic analytical concepts of Marx's economic theory are developed from a reading of Volume I of *Capital*. Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with emphasis on the secular and cyclical instability of the economy, labor market issues, and appropriate policy prescriptions.

Prerequisite: **Economics 101 and 102.**

[227b,d. Human Resources and Economic Development.]**229b. Corporate Finance.** Fall 2000. MR. HORNSTEN.

An introduction to financial planning and decision-making by corporations. Central topics include project evaluation with net present value, risk and return, choice between debt and equity, dividend policy, types and uses of debt, credit and cash management, organizational form (mergers and acquisitions), and analysis of financial performance. A substantial part of the course involves case studies of famous mergers and acquisitions that reflect financial trends and business-government relations. Not open to students who have taken **Economics 309**.

Prerequisite: **Economics 101** and **102**.

[236b. Economics of Health Care.]**238b. Economic History of American Enterprise.** Spring 2001. MS. KHAN.

Presents an economic analysis of innovation in firms and markets. Central themes include changes in the role of institutions such as the factory system and large corporations, relative to market transactions. The first part of the course considers specific issues in the organization of the firm, finance, technology, and transportation. The second part examines broader questions such as the effect of government regulation, geographical externalities, and concerns about the productivity and competitiveness of American firms.

Prerequisite: **Economics 101** and **102**.

255b. Microeconomics. Every semester. THE DEPARTMENT.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisites: **Economics 101** and **102**. Elementary calculus will be used.

256b. Macroeconomics. Every semester. THE DEPARTMENT.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisites: **Economics 101** and **102**. Elementary calculus will be used.

257b. Economic Statistics. Every semester. THE DEPARTMENT.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisites: **Economics 101** and **102**. Elementary calculus will be used.

291b–294b. Intermediate Independent Study. THE DEPARTMENT.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Fall 2001 or Spring 2002. Ms. CONNELLY.

Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

302b. Business Cycles. Fall 2000. Mr. GOLDSTEIN.

A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

308b. Advanced International Trade. Fall 2000. Mr. JONES.

The study of international trade in goods and capital. Theoretical models are developed to explain the pattern of trade and the gains from trade in competitive and imperfectly competitive world markets. This theory is then applied to issues in commercial policy, such as free trade versus protection, regional integration, the WTO and trade liberalization, foreign direct investment, LDC debt, and the changing comparative advantage of the United States.

Prerequisite: **Economics 255** or permission of the instructor.

309b. Financial Economics. Fall 2000 and Spring 2001. Mr. DECOSTER.

Advanced study of financial economics. Topics include portfolio theory and asset pricing models; financial market volatility and the efficient markets hypothesis; options and futures.

Prerequisites: **Economics 255**, **Mathematics 161** and **Economics 257**, or **Mathematics 265**, or permission of the instructor.

310b. Advanced Public Economics. Fall 2001 or Spring 2002. Mr. FITZGERALD.

A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized.

Prerequisites: **Economics 255** and **257**, or permission of the instructor. Not open to those who have taken **Economics 210**.

316b. Econometrics. Spring 2001. Mr. GOLDSTEIN.

A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required. Enrollment limited to 25 students.

Prerequisites: **Economics 257** or **Mathematics 265**, and **Mathematics 161**, or permission of the instructor.

318b. Environmental and Resource Economics. Spring 2001. Mr. HERRERA.

Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; benefit-cost analysis, risk-benefit assessment, and the techniques for measuring benefits and costs of policies.

Prerequisites: **Economics 255** and **257**. Not open to those who have taken **Economics 218**.

[319b,d. The Economics of Development.]

321b. Ecological Economics and Sustainable Development. Fall 2001 or Spring 2002. MR. VAIL.

Explores an emerging economic subdiscipline, built on the recognition that economies are open subsystems of ecosystems, subject to natural “laws” and constraints. The first focus is theories and evidence regarding coevolution of the economy and environment, drawing insights from biophysical and social sciences. The course then traces recent scholarly debates about principles for sustainable economic development and operational guidelines for sustainable resource allocation and ecosystem maintenance.

Prerequisites: **Economics 255** and **257** or equivalent background in empirical methods.

329b. Open Economy Macroeconomics. Fall 2001 or Spring 2002. MR. JONES.

Investigates how government policies in an open economy can be used to influence employment, inflation, the balance of payments, and economic growth. Central topics are the determinants of the balance of payments, the exchange rate, and international financial flows; the channels of monetary and fiscal policies in an open economy; currencies in crisis; the history of international and regional monetary institutions and exchange rate regimes; international policy coordination; and IMF financial programs in the developing and transition economies.

Prerequisites: **Economics 256** and **Economics 257**.

340b. Law and Economics. Fall 2000. MS. KHAN.

Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. This course explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. The class also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to on-line sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas.

Prerequisite: **Economics 255**, or permission of the instructor.

[355b. Topics in Advanced Microeconomic Theory: Applied Welfare Economics and the Benefit-Cost Analysis of Public Policies.]

401b–404b. Advanced Independent Study and Honors. THE DEPARTMENT.

Education

Associate Professor

T. Penny Martin, *Chair*

Assistant Professor

Nancy E. Jennings

Lecturer

Kathleen A. O'Connor

Adjunct Lecturer

J. Michael Wilhelm

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The minor in education consists of four courses. Required are one 100-level course and two from **Education 203, 301, and 303**. Note that **Psychology 101** is a prerequisite for **Education 301**, but does not count toward the minor.

Requirements for Certification to Teach in Public Secondary Schools

Because teaching in the public schools requires some form of licensure, the education department provides a sequence of courses which may lead to certification for secondary school teaching. This sequence includes the following:

1. A major in the discipline the student intends to teach, such as Spanish, biology, mathematics, or English. History and government majors are classified as social studies for certification purposes; meeting social studies requirements requires early and careful planning. Public schools rarely offer more than one course in subjects such as sociology, philosophy, anthropology, art history, religion, or economics, so students with interests in those and similar fields should meet with department members as soon as possible to develop a program that will include those interests within a teaching field. While students' programs of study at Bowdoin need not be seriously restricted by plans to teach, majors and minors should be chosen with teaching possibilities in mind.

2. Six courses offered by the Department of Education: **Education 101 or 102; Education 203; and Education 301, 302, 303, and 304.**

3. **Psychology 101.**

Because education is not a major at Bowdoin, students interested in teaching as a career must carefully plan the completion of course work for certification.

Ninth Semester Status

Students who have completed all course requirements necessary for secondary teacher certification except for student teaching (**Education 302**) and the student teaching seminar (**Education 304**), and who have graduated from Bowdoin may apply to the Department for special student status to student teach. To apply for this status, students must have graduated within the last two years; have fulfilled all subject area requirements for certification; have taken **Education 101 or 102, 203, 301, and 303**; and be seen by the Department as prepared to teach. Students will be charged a reduced tuition fee and will be eligible for campus housing if available after regular students have been placed. Students may student teach in either the fall or spring semester. The Department reserves the right to limit participation in this program because of staffing considerations.

Requirements for Teaching in Private Schools

State certification is not usually a requirement for teaching in independent schools. Thus, there is no common specification of what an undergraduate program for future private school teachers should be. In addition to a strong major in a secondary-school teaching field, however, it is recommended that prospective teachers follow a sequence of courses similar to the one leading to public school certification.

There is a further discussion of careers in teaching on page 43.

Introductory, Intermediate, and Advanced Courses

101c. Contemporary American Education. Fall 2000. Spring 2001. Ms. JENNINGS AND Ms. MARTIN.

Examines current educational issues in the United States, and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

[201c. Schools and Communities.]

202c. Education and Biography. Spring 2001. Ms. MARTIN.

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual; one infrequently represented in the professional literature. Authors include Coles, McCarthy, Welty, and Wolff.

Prerequisite: **Education 101** or permission of the instructor.

203c. Educating All Children. Fall 2000. Ms. JENNINGS.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires two hours a week in schools.

Prerequisite: **Education 101**.

204c. Educational Policy. Fall 2000. Mr. WILHELM.

An examination of educational policy-making and implementation at the federal, state, and local levels. Particular attention is paid to the relationship between policy and practice and the role practitioners play in policy-making. Policies explored in this course include those related to instructional reform, high school graduation requirements, and athletics.

Prerequisite: **Education 101**.

250c. Law and Education. Every other year. Fall 2001. Mr. ISAACSON.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. This course analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped.

251c. Teaching Writing: Theory and Practice. Fall 2000. Ms. O'CONNOR.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection in previous spring semester by application to the Writing Project (see page 40).

301c. Teaching. Fall 2000. Ms. MARTIN.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires three hours a week in schools.

Prerequisites: Senior standing, one Bowdoin education course, **Psychology 101**, and permission of the instructor.

302c. Student Teaching Practicum. Spring 2001. Ms. JENNINGS.

Because this final course in the student teaching sequence demands a considerable commitment of time and serious responsibilities in a local secondary school classroom, enrollment in the course requires the recommendation of the instructor of **Education 301**. Recommendation is based on performance in **Education 301**, the student's cumulative and overall academic performance at Bowdoin, and the student's good standing in the Bowdoin community. Required of all students who seek secondary public school certification, the course is also open to those with other serious interests in teaching. Grades are awarded on a Credit/Fail basis only. **Education 303 and 304 must be taken concurrently with this course.**

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203 and 301; Psychology 101**; and permission of the instructor.

303c. Curriculum and Instruction. Spring 2001. Ms. JENNINGS.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components.

Prerequisite: **Education 301** or permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 2001.

Ms. JENNINGS.

This course is designed to accompany **Education 302**, Student Teaching Practicum, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203 and 301; Psychology 101**; and permission of the instructor.

291c–294c. Intermediate Independent Study.**401c–404c. Advanced Independent Study.**

English

Professors

Franklin G. Burroughs, Jr.*
 Celeste Goodridge
 Marilyn Reizbaum
 William C. Watterson
*Visiting Professor on the
 Tallman Foundation*
 Michael S. Harper

Associate Professors

David Collings, *Chair*
 Ann L. Kibbie†
Assistant Professors
 Peter Coviello
 Elizabeth Muther
 Patricia J. Saunders
Visiting Assistant Professor
 Terri Nickel

Writer-in-Residence

Anthony E. Walton
Instructor
 Aviva Briefel
Visiting Instructors
 Judith Sanders
 Ayanna Thompson
Adjunct Assistant Professor
 Peter Schilling

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. *Beginning with the Class of 2002, each student must take one first-year seminar (English 10–29) or introductory course (English 104–106), either of which will serve as a prerequisite to further study in the major.* At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800; these courses include and are limited to the following: **English 200, 201, 202, 210, 211, 212, 220, 221, 222, 223, 230, 231, 232, 250,** and 300-level seminars explicitly identified as counting toward this requirement. Only one of these three courses may be a Shakespeare course. *Beginning with the Class of 2002, at least two of the ten courses must be chosen from offerings in literature of the Americas. These courses include and are limited to the following: English 270, 271, 272, 274, 275, 276, 277, 278, 279, 285, 286, and 300-level seminars explicitly identified as counting toward this requirement. Also, beginning with the Class of 2002, each student must take at least one advanced seminar (any English 300-level course). Students may, when appropriate, count an advanced seminar toward this requirement, as well as to one of the requirements listed above. The remaining courses may be selected from the foregoing and/or **English 10–29** (first-year seminars); **61–63** (Creative Writing); **104–106; 240–289; 300–399; 291–292** (independent study); and **401–402** (advanced independent study/Honors). Not more than three courses may come from the department's roster of first-year seminars and 100-level courses; not more than one creative writing course will count toward the major. One upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.*

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Requirements for the Minor in English and American Literature

The minor requires at least five of the above courses, excluding all courses in film and communication. *Beginning with the Class of 2002, the minor requires five courses in the department, including one first-year seminar (English 10–29) or introductory course (English 104–106), and at least three courses numbered 200 or above. No more than one creative writing course may count toward the minor, and no courses in expository writing or journalism will count.*

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered 10–19 in the fall; 20–29 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 129–36.

10c. Geographies of Reading. Fall 2000. Ms. BRIEFEL.

11c. Writing about Music. Fall 2000. Mr. COVIELLO.

12c,d. Representation and Resistance: African American Film and Literature. Fall 2000. Ms. MUTHER.

(Same as Africana Studies 12.)

13c. Bad Habits: Addictions, Manias, Obsessions. Fall 2000. Ms. NICKEL.

14c. Celt-O-Files. Fall 2000. Ms. REIZBAUM.

15c. The Genealogy of *Jane Eyre*. Fall 2000. Ms. SANDERS.

16c. Hawthorne. Fall 2000. Mr. WATTERSON.

17c. Magical Realism. Fall 2000. Mr. SCHILLING.

18c. Contemporary Lives: Memoir, Autobiography, and Personal Writing. Fall 2000. Ms. GOODRIDGE.

19c,d. Introduction to Caribbean Literature. Fall 2000. Ms. SAUNDERS.

(Same as Africana Studies 19.)

20c,d. English Literature of South Asia. Spring 2001. Mr. COLLINGS.

(Same as Asian Studies 20.)

21c. Contemporary Fiction in English. Spring 2001. Ms. GOODRIDGE.

22c,d. African American Short Stories. Spring 2001. Ms. MUTHER.

(Same as Africana Studies 22.)

23c,d. Literary Diasporas. Spring 2001. Ms. REIZBAUM.

24c. “When Do We Live?”: British and American Boarding School Narrative. Spring 2001. Mr. WATTERSON.

Introductory Courses in Literature

104c.–106c. Studies in Genre.

Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. Genres include prose narrative (**English 104**), poetry (**English 105**), and drama (**English 106**). Specific content and focus of each course will vary with the instructor.

104c,d. Introduction to Narrative: Literature of the Americas. Fall 2000. Ms. SAUNDERS.

Explores a variety of narrative strategies deployed in representing national identities by writers in the Americas. In addition to examining different narrative strategies, we examine the role of literary and cultural traditions (such as magic realism and Carnival) in redefining

the genre of “narrative.” This is a reading-intensive course. Texts include Alejo Carpentier’s *The Kingdom of This World*, C. L. R. James’s *Black Jacobins*, Erna Brodber’s *Louisiana*, Earl Lovelace’s *The Dragon Can’t Dance*, and Toni Morrison’s *Beloved*. (Same as **Africana Studies 104.**)

Spring 2001. Ms. BRIEFEL.

Explores the topic of “metanarrative,” the different ways in which narratives describe themselves to their readers or viewers. Considers how novels, short stories, films, and literary criticism reflect on their individual methods of storytelling, comment on their own forms and genres, and provide “instructions” on how they should be encountered or read. Readings may include works by Roland Barthes, Walter Benjamin, Alfred Hitchcock, Henry James, James Weldon Johnson, Anita Loos, Edgar Allan Poe, Michael Powell, Salman Rushdie, and Patricia Williams.

105c. Introduction to Poetry. Fall 2000. MR. COLLINGS.

Examines poetry as a form of articulation that brings new kinds of people or communities into being. Discusses the Renaissance sonnet, May-day poem, Augustan satire, lyrical ballad, free-verse manifesto, private lyric, modernist epic, blues poem, and contemporary short lyric as instances of such articulation, with particular attention to how certain poetic strategies (such as personae, the use of folk genres, or modes of allusion) challenge, displace, or create new forms of social power. Authors may include Sidney, Herrick, Marvell, Pope, Wordsworth, Whitman, Dickinson, Eliot, Hughes, Ginsberg, and Rawson.

106c. Introduction to Drama. Spring 2001. Ms. SANDERS.

What makes a play? How are materials shaped by being cast in dramatic rather than poetic or narrative form? What is drama’s function—is it primarily subversive, religious, aesthetic, cathartic, psychological, political? How have dramatic conventions evolved in response to changing social conditions? Approaches such questions by studying a dozen plays ranging from ancient Greek and Renaissance tragedies and comedies through modern psychological dramas and performance pieces. Readings also include dramatic theory by Aristotle, Brecht, Artaud, and Stanislavsky. Students are required to attend some evening performances and screenings, both on and off campus. Students may, in addition to writing analyses of readings, choose to create and even perform some dramatic scenes. (Same as **Theater 106.**)

Spring 2002. MR. WATTERSON.

Beginning with a close reading of Aristotle’s *Poetics*, introduces students to dramatic structure through the history of plot-making. Plays by Sophocles, Shakespeare, Molière, Sheridan, Ibsen, Chekhov, O’Neill, Beckett, and Brecht are also examined in light of the evolution of traditional dramatic genres (tragedy and comedy), innovative modes (“Photogenic Realism,” “Epic Theater,” “Theater of the Absurd,” etc.), and the emergence of psychological approaches to character. In addition to writing critical papers about plays, students have the option to write dialogue and/or dramatic scenes and to present them as live theater in class.

Courses in Composition and Creative Writing

60c. English Composition. Spring 2001. Ms. NICKEL.

Practice in analytic and critical writing, with special attention to drafting and revision of student essays. Assignment sequences allow students to address a common area of inquiry and to revisit issues from new, revised perspectives as the semester progresses. Does not count toward the major or minor in English. Enrollment limited to fifteen students.

Prerequisite: Permission of the instructor.

61c. Creative Writing: Poetry I. Fall 2000. MR. WALTON.

Intensive study of the writing of poetry through the workshop method. Students are expected to write in free verse, in form, and to read deeply from an assigned list of poets. Enrollment limited to twelve students.

Prerequisite: Permission of the instructor.

[62c. Creative Writing: Poetry II.]**63c. Creative Writing: Narrative.** Spring 2001. MR. BURROUGHS.

A creative writing course in both fictional and nonfictional narrative. Enrollment limited to twelve students.

Prerequisite: Permission of the instructor. Students are chosen on the basis of a short writing sample to be submitted to the English Department office.

Advanced Courses in English and American Literature**201c. Chaucer.** Every other year. Spring 2002. MR. BURROUGHS.

Emphasis on *The Canterbury Tales*.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

202c. Topics in Middle English Literature. Every other year. Spring 2001. MR. BURROUGHS.

Focuses on the tradition of narrative poetry that runs from Virgil to Chaucer. All Middle English works will be read in the original.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2000. MR. WATTERSON.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210.**)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2001. MR. WATTERSON.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **Theater 211.**)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

212c. Shakespeare's History Plays. Every other year. Fall 2001. MR. WATTERSON.

Explores the relationship of *Richard III* and the second tetralogy (*Richard II*, the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **Theater 212.**)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

220c. English Literature of the Early Renaissance. Every other year. Spring 2002. THE DEPARTMENT.

Examines the spectacular explosion of new kinds of writing during the reign of Elizabeth I. Reading includes lyric poems, epics, prose romances, pamphlets, and plays by authors including More, Wyatt, Surrey, Sidney, Spenser, Marlowe, Nashe, and Shakespeare.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

[221c. English Literature of the Late Renaissance.]

222c. Milton. Every other year. Fall 2001. Ms. KIBBIE.

A critical study of his chief writings in poetry and prose.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

223c. Renaissance Drama. Every other year. Spring 2001. THE DEPARTMENT.

A study of some comedies, tragedies, tragicomedies, and history plays by Shakespeare's predecessors, contemporaries, and followers in England during the sixteenth and seventeenth centuries—plays by Lily, Kyd, Marlowe, Dekker, Jonson, Tourneur, Webster, Beaumont, Fletcher, Massinger, and Ford, among others. (Same as **Theater 223.**)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

[230c. Restoration and Eighteenth-Century Drama.]

[231c. Poetry and Prose of the Restoration and Eighteenth Century.]

232c. Constructing Sexuality in the Enlightenment. Spring 2001. Ms. NICKEL.

Examines eighteenth-century literature in relation to recent histories of sexuality, based largely on the work of Michel Foucault. Considers whether modern identities emerged during the long eighteenth century and whether literature played an active role in the shaping of such categories. Investigates various topics, including marriage law and marriage practices, masturbation, sodomy, prostitution, pregnancy, adultery, cross-dressing, hermaphroditism, venereal disease, pornography, and homosexual subcultures as they figure significantly in the literature of the period. Authors may include Behn, Beckford, Charke, Cleland, Defoe, Etherege, Pope, Henry Fielding, Rochester, Sarah Scott, Swift, and Wycherley, along with non-literary texts from the period and selections from recent histories of sexuality. (Same as **Women's Studies 233.**)

Prerequisite (beginning with the Class of 2002): one first-year seminar or 100-level course in English or Women's Studies.

240c. English Romanticism I: Radical Sensibility. Every other year. Spring 2002. MR. COLLINGS.

An examination of the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as radical individualism, middle-class feminism, and apocalyptic lyricism, as well as the defense of tradition, the challenge to the idea of progress, and the depiction of revolution as monstrosity. Authors may include Burke, Paine, Blake, Coleridge, Wollstonecraft, Hays, Godwin, Malthus, Wordsworth, Percy Shelley, and Mary Shelley. (Same as **Women's Studies 240.**)

Prerequisite (beginning with the Class of 2002): one first-year seminar or 100-level course in English or Women's Studies.

241c. English Romanticism II: The Regency. Every other year. Spring 2001. MR. COLLINGS.

A discussion of literature as a form of public discourse during the Regency and soon thereafter, emphasizing the new authority of the critical reviews, radical journalism, the novel of manners, urbane poetry, historical fiction, and the essay. Examines literature in the context of middle-class modes of consumption, emergent ideologies of gender and of the liberal subject, and the beginnings of a tradition of working-class protest. Authors may include Bentham, Edgeworth, Cobbett, Austen, Coleridge, Hazlitt, Keats, Byron, Scott, and Clare.

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

243c. Victorian Genders. Every other year. Fall 2000. MS. BRIEFEL.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **Women's Studies 244.**)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

244c. Topics in Victorian Literature and Culture. Spring 2002. MS. BRIEFEL.

Traces a particular set of issues crucial to Victorian society through a range of genres and styles, including prose fiction, essays, poetry, and drama. Authors may be chosen from Conan Doyle, Darwin, Dickens, Eliot, Gaskell, Pater, Stevenson, and Wilde.

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in the English department.

250c. Topics in the Eighteenth-Century Novel. Every other year. Fall 2000. MS. NICKEL.

An introduction to English prose fiction of the eighteenth century, through the examination of a specific issue that unites a variety of canonical and non-canonical authors. Authors to be considered may include Aphra Behn, Frances Burney, Daniel Defoe, Eliza Haywood, Henry Fielding, Sarah Fielding, Delarivier Manley, Samuel Richardson, and Sarah Scott. Topics for Fall 2000: The Eighteenth-Century Novel and Public Entertainment.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department. Not open to students who have previously taken **English 250.**

251c. The Culture of Gothic. Every other year. Fall 2001. MR. COLLINGS.

An investigation of Gothic writing in English in the late eighteenth and early nineteenth centuries, with particular attention to the way in which it revises conventional understandings of genre, psyche, gender, and culture. Authors may include Walpole, Radcliffe, Lewis, Coleridge, Wordsworth, Byron, Maturin, and De Quincey.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department. Not open to students who have previously taken **English 251.**

252c. The Victorian Novel. Every other year. Fall 2001. MS. BRIEFEL.

Explores the different genres of the Victorian novel, including realism, the novel of manners, the novel of social reform, detective fiction, fantasy, and the Gothic. In addition to undertaking close readings of the texts, we position them within the larger cultural and literary

frameworks of the period. Authors may be chosen from: Austen, the Brontës, Carroll, Collins, Dickens, Eliot, Hardy, Kipling, and Stoker.

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

262c. Drama and Performance in the Twentieth Century. Every other year. Spring 2001. Ms. REIZBAUM.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with attention to the ethnic and sexual politics attending all of these categories. (Same as **Theater 262** and **Women's Studies 262**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

263c. Modern British Literatures. Every other year. Fall 2000. Ms. REIZBAUM.

Examines a century of significant writing in the "British Isles" or "United Kingdom" and investigates the national, political, and literary critical shifts in the creation and representation of these literatures. Includes all genres and cuts across national, cultural, and period boundaries. Likely topics include the Great War and "Englishness" (Wilfred Owen, Ezra Pound, Pat Barker), canonic and non-canonic modernisms (T. S. Eliot, Virginia Woolf, James Joyce, Djuna Barnes, Jean Rhys), and the colonial and post-colonial (E. M. Forster, Hanif Kureishi; films by Danny Boyle, Neil Jordan). Not open to students who have taken **English 261**. (Same as **Women's Studies 263**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

264c. Modern Irish Literature. Every other year. Spring 2002. Ms. REIZBAUM.

Considers Irish writing from the late nineteenth century through the present: its contribution to modern literary movements and conflictual relation to the idea of a national Irish literature. Likely topics include linguistic and national dispossession, the supernatural or surreal, pastoral and urban traditions, the Celtic Twilight versus Modernism, and the interaction of feminism and nationalism. Selected texts may include fictional works by Bram Stoker, Sheridan Le Fanu, Kate O'Brien, Elizabeth Bowen, George Moore, James Joyce, Patrick McCabe, and Bernard MacLaverty; dramas by J. M. Synge, Frank McGuinness, and Brian Friel; poems by W. B. Yeats, Eavan Boland, Patrick Kavanaugh and Seamus Heaney; and films by Neil Jordan, Roddy Doyle, and Pat Murphy.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

270c. Early American Literature. Every other year. Fall 2000. Mr. COVIELLO.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

271c. The American Renaissance. Every other year. Spring 2001. Mr. COVIELLO.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

272c. Topics in Twentieth-Century American Literature. Every other year. Fall 2001. Ms. GOODRIDGE.

Readings in topics and periods of twentieth-century American literature across genres. Authors may be chosen from: Nabokov, Cheever, Salinger, Jane Bowles, Mary McCarthy, Lowell, Plath, Sexton, Tennessee Williams, Arthur Miller, and James Baldwin.

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

274c. Twentieth-Century American Poetry. Every other year. Spring 2001. Ms. GOODRIDGE.

Readings of high modernist and mid-century poets in conjunction with contemporary ones. Possible pairings may include Wallace Stevens and John Ashbery, H. D. and Laurie Sheck, William Carlos Williams and Philip Levine, Robert Frost and Galway Kinnell, Robert Lowell and James Merrill, and Sylvia Plath and Louise Glück.

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

275c,d. African American Fiction: Counterhistories. Every year. Fall 2000. Ms. MUTHER.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with a special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Douglass, Brown, Jacobs, Chesnutt, Dunbar, Hurston, West, Wright, Morrison, Bambara, Wideman, Walker, Delany, and Butler. (Same as **Africana Studies 275.**)

Prerequisite: One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

276c,d. African American Poetry. Every other year. Spring 2001. Ms. MUTHER.

African American poetry as countermemory—from Wheatley to the present—with a focus on oral sources and productive communities. Special emphasis on the twentieth century: dialect and masking; the Harlem Renaissance; Brown, Hayden, and Brooks at mid-century; the Black Arts movement; and contemporary voices. (Same as **Africana Studies 276.**)

Prerequisite: One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

[277c,d. Topics in Nineteenth-Century American Literature.]**278c. American Non-Fiction Prose.** Every other year. Spring 2002. Ms. GOODRIDGE.

Readings in nineteenth- and twentieth-century American non-fiction prose. Popular and high culture forms, including the essay, memoir, autobiography, biography, nonfiction novels, letters, personal criticism, and interview, as well as nature writing, travel writing, sensational writing, true crime writing, and participatory journalism.

Prerequisite: One 100-level English course or first-year seminar in the English department.

[279c. Making a Literary Landscape.]**[281c,d. Asian-American Literature and Fictions of Identity.]**

282c. Introduction to Literary and Cultural Theory. Every other year. Fall 2000. Ms. GOODRIDGE.

Applying theoretical approaches to the interpretation of literature, the course considers the theory and practice of deconstruction, feminist, psychoanalytic, and Marxist readings. The influence of gay and lesbian theory, cultural studies, and post-colonial studies on the study of literature and popular culture is also examined. Readings in theory and criticism, as well as works by the following authors: Melville, James, Kafka, Nabokov, Harrison, Karr, Auster, Imbrie, and Roy.

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

285c,d. Caribbean Women's Literature. Spring 2001. Ms. SAUNDERS.

Examines contemporary writing (poetry, novels, and essays) by Caribbean women writing from the Caribbean, Canada, Europe, and the United States through critical approaches that consider the extent to which Caribbean women are representing their cultural identities against colonial and national traditions that have denied their historical presence and constructed them as silent subjects. Writers include Erna Brodber, Olive Senior, Dionne Brand, Marlene Nourbese-Philip, and Jamaica Kincaid. (Same as **Africana Studies 285** and **Women's Studies 285**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

286c,d. The Empire Writes Back: Revising the Canon of Colonial Narratives. Every other year. Spring 2002. Ms. SAUNDERS.

Explores responses to and revisions of canonical colonial narratives in the wake of post-independence in the Americas. Students are asked to discuss the relevance of these revisions on our understanding of history as a cultural production, one that is constantly being contested and revised. Texts include Daniel Defoe's *Robinson Crusoe*, J. M. Coetzee's *Foe*, William Shakespeare's *The Tempest*, Aimé Césaire's *A Tempest*, Jean Rhys's *Wide Sargasso Sea*, and Walter Benjamin's "Theses on the Philosophy of History." (Same as **Africana Studies 286**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Africana Studies.

[289c,d. Contemporary African American Cinema.]

310c–350c. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

317c. The History of the Common Body. Fall 2000. Mr. COLLINGS.

Analyzes the common body of carnival, festivity, theatricality, and sacrificial ritual; the ambivalent loathing of and fascination with that body by refined elites in early modern culture; and the contagious or transgressive public body of the modern city. Examines the relation between body politics, the history of manners, and the history of genre; the emergence of private or psychoanalytic subjectivity; and the place of the common body in the creation of discourses of gender, race, class, and sexuality. Authors may include Euripides, Petronius, Jonson, Behn, Dryden, Swift, Wordsworth, Engels, Mayhew, Wilde, Freud, Joyce, Barnes, and Reed, alongside theoretical and historical writing by Bakhtin, Girard, Elias, Stallybrass and White, Trumbach, McCalman, Baudrillard, Edelman, Berlant and Warner, and Gates.

Prerequisite (beginning with the Class of 2002): One 100-level English course or first-year seminar in the English department.

320c. Revenge Tragedy: The Pleasures and Pains of Violence in Renaissance Drama. Fall 2000. Ms. THOMPSON.

"Human sacrifice. Gang rape. Mutilation. Ritual butchery. Mother-son cannibalism," is one critic's succinct description of one such Revenge Tragedy. The Early Modern fascination with public displays of violence—public executions, bear-baiting, public stocks, etc.—expresses itself dramatically in the seventeenth-century stage form of the Revenge Tragedy. Examines the development of this genre, analyzing the rogue-hero figure, the depictions of power and authority, and the ambiguous nature of the audience's sentiments. Why were these violent plays so popular? How/why does the audience achieve pleasure through watching pain? How is revenge expressed similarly and/or differently in modern cinema? Course materials include Early Modern dramas, literary criticism, historical tracts, and several modern films. Among the authors studied are Kyd, Marston, Chapman, Tourneur, Middleton, and Shakespeare.

Prerequisite (beginning with the Class of 2002): One 100-level English course or first-year seminar in the English department.

Note: This course satisfies the department's requirement for pre-1800 courses.

321c. Four Frontiers. Fall 2000. MR. WALTON.

The history of the United States after the seventeenth-century landings can be thought of, broadly, as a series of four frontiers—the Appalachian Mountains, the Mississippi River, the Continental Divide, and outer space. Through the study of literature, criticism, and film, concentrating on the genre (or national myth/epic) of the Western, we frame and discuss these narratives, counter-narratives, and obsessions. Topics include Daniel Boone, James Fenimore Cooper, Owen Wister, Zane Grey, *Stagecoach*, Cormac McCarthy, and *Unforgiven*. Students are required to attend weekly screenings.

Prerequisite (beginning with the Class of 2002): One 100-level English course or first-year seminar in the English department.

322c. What's Mine Is Yours: Women and Property in the Nineteenth Century. Spring 2001. Ms. BRIEFEL.

Examines the literary, legal, and theoretical discourses emerging around relations between women and property in the nineteenth century. Considers contemporary conceptions of women as property owners and objects of ownership; the impact of political debates on the fictions of the period, as well as the effects these fictions may have had on politics; and the differences between concrete (land, jewels, money) and figurative (secrets, memories, ideas) forms of property. Authors may include Austen, Braddon, Collins, Flaubert, Freud, James, Marx, Trollope, and Woolf. (Same as **Women's Studies 320.**)

Prerequisite (beginning with the Class of 2002): One 100-level course or first-year seminar in English or Women's Studies.

323c. The Sexual Child. Spring 2001. MR. COVIELLO.

Examines the stories we tell ourselves, here in America, about children, adults, and sex. Considers in particular why the most familiar of these narratives are, in effect, monster stories; why the image of the traumatized child has become such an oddly central figure in national public life; and why, finally, it has become remarkably difficult (not to say dangerous) to think of children as beings possessed of even the smallest degree of sexual agency. Course materials include novels, cultural criticism, and several films. Among the authors studied are Poe, Nabokov, James, Freud, Foucault, Eve Sedgwick, Pat Califia, and James Kincaid.

Prerequisite (beginning with the Class of 2002): One 100-level English course or first-year seminar in the English department.

324c,d. Chant of Saints. Spring 2001. MR. HARPER.

Intense focus on four pioneers in literary form: Sterling A. Brown, Robert Hayden, Ralph Ellison, Gwendolyn Brooks; their antecedents (ancestors/relatives); and the fresh space their achievements occupy and resonate, despite a skewed critical landscape and “trained incapacity.” (Same as **Africana Studies 324.**)

Prerequisite (beginning with the Class of 2002): One 100-level English course or first-year seminar in the English department.

325c,d. Caribbean Literature and Cultural Critique. Spring 2001. MS. SAUNDERS.

Focuses on literary and cultural texts that have shaped discourses on post/neocolonialism in the Caribbean regions (specifically Anglophone). Critical questions considered include: How have Caribbean people attempted to construct their identities in the face of colonial domination? What problems/challenges do Caribbean writers encounter when representing Caribbean cultural identities as a result of their colonial heritage? Also discusses critical discourses in Caribbean cultural studies that include creolization, transmigration, hybridity, and “outernational” communities. Writers include Erna Brodber, Aimé Césaire, Jamaica Kincaid, and Frantz Fanon. (Same as **Africana Studies 325.**)

Prerequisite (beginning with the Class of 2002): one first-year seminar or 100-level course in Africana Studies or the English department.

291c–294c. Intermediate Independent Study. THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

Environmental Studies

Administered by the Environmental Studies Committee;

DeWitt John, *Chair and Program Director*

(See committee list, page 302.)

Visiting Assistant Professor

Jill Pearlman

Joint Appointment with Biology

Assistant Professor John L. Lichter

Joint Appointment with Government

Senior Lecturer DeWitt John

Lecturer

Edward S. Gilfillan

Adjunct Lecturer

Andrew Fisk

Requirements for the Coordinate Major in Environmental Studies (ES), Classes of 2001–2003

For students graduating in May 2003 or earlier, the major involves the completion of a departmental major and the following seven courses:

Required environmental studies courses:

1. **ES 101 Introduction to Environmental Studies**, preferably taken as a first-year student.

2. **Senior seminar**: A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two or three areas of the curriculum. **ES 318, 363, 390, 391, 394, 395, 397, 398 or 399**, preferably taken during the senior year, will meet this requirement.

3. **Five courses approved for environmental studies credit**: These courses are designated “Environmental Studies” or are listed at the end of this section and so designated as satisfying requirements for the coordinate major. The distribution of these five courses is as follows:

a. One course from each of the three curriculum areas: the sciences, social sciences, and arts and humanities.

b. Two elective courses: Students are urged to consider **ES 291–294** and **401–404**, intermediate and advanced independent studies, in consultation with the program.

Requirements for the Coordinate Major in Environmental Studies (ES), Classes of 2004 and Beyond

For students in the Class of 2004 and following, the major involves the completion of a departmental major and the following courses in environmental studies (courses offered to satisfy the College’s distribution requirements and the requirements of the departmental major may also be double-counted toward the ES major requirements):

1. **ES 101 Introduction to Environmental Studies**, preferably taken as a first-year student.

2. **ES 100 Introduction to Environmental Geology** (same as **Geology 100**) or **ES 10, Marine Environmental Geology** (same as **Geology 103**).

3. **ES 201 Introduction to Environmental Biology** (same as **Biology 158**).

4. **ES 202 Environmental Policy**.

5. One environmental studies course in the humanities. Courses satisfying this requirement currently include **ES 227 City and Landscape in Modern Europe**, **ES 244 City, Anti-City, and Utopia: The Urban Tradition in America**, **ES 247 Maine: A Community and Environmental History**, **ES 258 Environmental Ethics**, **ES 365 Picturing Nature**, **ES 392 Advanced Topics in Environmental Philosophy**, and **ES 393 Nature and Culture**.
6. A senior capstone seminar: A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. This course is normally taken during the senior year. Courses presently satisfying this requirement include **ES 318**, **ES 363**, and courses numbered **ES 390** and above.
7. Completion of a concentration: All ES majors will be required to complete a concentration in one of the following areas. All of the concentrations except the Interdisciplinary Environmental Science concentration consist of three courses in addition to the six courses described above. The Interdisciplinary Environmental Science concentration consists of six additional courses. The list of courses available under these concentrations may change from year to year.

History, Landscape, Values, Ethics and the Environment (three courses from the following list):

ES/History 227 City and Landscape in Modern Europe
 ES/History 244 City, Anti-City, and Utopia: The Urban Tradition in America
 ES/History 247 Maine: A Community and Environmental History
 ES/Philosophy 258 Environmental Ethics
 ES/Art 365 Picturing Nature
 ES 392 Advanced Topics in Environmental Philosophy
 ES 393 Nature and Culture.

Environmental Economics and Policy (three courses from the following list):

ES 240 Environmental Law
 ES 241 Principles of Land Use Planning
 Economics 218 Environmental and Natural Resource Economics
 Economics 219 Underdevelopment and Strategies
 for Sustainable Third World Development
 Economics 319 Ecological Economics and Sustainable Development
 Government 263 International Environmental Policy
 Government 283 International Environmental Law and Organization
 Sociology 221 Environmental Sociology

Ecology and Environmental Science (This concentration focuses on ecological aspects of environmental problems, including principles of population biology, ecosystem ecology, the ecology of global change, biodiversity, extinction theory, and conservation biology. Students will be required to take any three of the following courses):

ES/Biology 215 Behavioral Ecology and Population Biology
 ES/Biology 225 Community and Ecosystem Ecology
 ES/Biology 219 Marine Biology
 ES/Biology 121 Plants: Ecology, Diversity, Form and Function
 ES/Biology 280 Plant Responses to the Environment
 ES/Biology 396 Conservation Biology
 ES/Biology 397 Advanced Winter Field Ecology

Interdisciplinary Environmental Science (This concentration expands curricular options for students interested in a more in-depth scientific study of the environment, emphasizing course work in several scientific disciplines and hands-on field- and laboratory-based experiences. Consists of the following required courses).

- 1) Two 100-level science courses with lab requirements from two disciplines outside student's major and beyond the introductory geology requirement. For example, biology majors would select a course from any two of the following departments: chemistry, computer science, mathematics, or physics.
- 2) Two intermediate laboratory science courses at the 200-level or higher from two disciplines outside the student's major. Chemistry majors, for example, would select a course from any two of the following departments: biology, computer science, geology, mathematics, or physics.
- 3) A junior-year course on interdisciplinary research methods in environmental science that involves students in research in multiple scientific disciplines on environmental systems, utilizing local field examples (e.g., Coastal Studies Center, Maquoit and Merrymeeting Bays) and emphasizing experimental design and techniques of data analysis.
- 4) Senior research or honors thesis. All students in the Interdisciplinary Environmental Science concentration will take a senior research course, either as an independent study or in partial fulfillment of an Honors thesis. They will be required to design and carry out original research projects while attending an informal seminar in which they will engage in ongoing discussions about the structure and rationale for the research design, data collection, and analyses of their various projects.

Student-designed Environmental Studies Concentration:

Students majoring in ES have the option of designing their own concentration consisting of three relevant ES or cross-listed courses. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students interested in designing their own concentration must submit a statement to their advisor during the first semester of the junior year, listing the three ES courses proposed and explaining how the courses are related to the topic or issue of interest to the student. Proposals must be approved by the Director. Examples of cross-divisional, topical concentrations include Global Change; Environmental Economics and Sustainable Development; Marine Environments and Policy; The North Woods; Environmental Design; Society and Environment; and Nature and Culture. Each would require taking relevant complementary courses in Economics, Government, English, Art, Philosophy, Anthropology, Sociology, Geology, Biology, and/or History.

Introductory, Intermediate, and Advanced Courses

100a. Environmental Geology and Hydrology. Every fall. Fall 2000. MR. LEA.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. Includes a weekend field trip to Acadia National Park. (Same as **Geology 100.**)

101. Introduction to Environmental Studies. Every fall. MR. JOHN, MR. SIMON, AND MR. TEEGARDEN.

An interdisciplinary introduction to the variety of environmental problems caused by humanity and confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems and potential responses of governments and people, a discussion of the role of problems, and an exploration of why societies often have such

difficulty in reaching agreement on effective and equitable policies within existing political and economic institutions. Preference given to first- and second-year students. Required for ES majors.

103a. Marine Environmental Geology. Every fall. MR. LAINE.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and estuarine sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. Two one-day weekend field excursions are required. (Same as **Geology 103.**)

121a. Plants: Ecology, Diversity, Form, and Function. Fall 2001. MR. LOGAN.

A survey course on plant biology. Topics include diversity and phylogenetic relationships among major plant taxa (particularly with respect to the local flora), physiological mechanisms underlying water and nutrient acquisition and use, photosynthesis, vascular plant anatomy, and ecological principles related to plant survival and reproduction. Relevant botanical topics such as the green revolution, ethnobotany, and forest ecology are also discussed. Laboratory sessions every week. (Same as **Biology 121.**)

Prerequisite: **Biology 104.**

200a. Marine Ecology. Fall 2000. MR. GILFILLAN.

The relationships between organisms and their environment are considered in the context of animals and plants living in the sea. The concept of marine communities living in dynamic equilibrium with their physical-chemical environment is introduced, and the influence of human activities on the ecology of marine organisms is explored. (Same as **Biology 156.**)

Prerequisite: A college-level science course or permission of the instructor.

201a. Introduction to Environmental Biology. Every year. Spring 2001. MR. LICHTER.

The science of ecology deals with the distribution and abundance of organisms. As such, ecologists have been in a position to call the public's attention to environmental changes associated with human population growth and activity that have deleterious effects on natural populations and ecosystems, and that may negatively affect the quality of life for humans. Examines the fundamentals of ecology to provide a solid background in the science, and discusses current ecological issues and dilemmas facing society. Laboratory sessions consist of local field trips, group research, case study exercises, and discussion of current and classic scientific literature. (Same as **Biology 158.**)

Prerequisite: one of the following: **Biology 104** or **Environmental Studies 100/Geology 100** or **Environmental Studies 103/Geology 103.**

202b. Environmental Policy and Politics. Spring 2001. MR. JOHN.

Examines alternative ways to protect our physical environment. Analyzes environmental policies and the regulatory regime that has developed in the United States, as well as new approaches such as free-market environmentalism, civic environmentalism, environmental justice, and sustainable development. Explores current debates over fisheries, sprawl, and climate change, as well as proposals for fundamental reform at EPA. (Same as **Government 214.**)

Prerequisite: **Environmental Studies 101** and **102.**

205c. *Historia Naturalis*: Society and the Environment in the Ancient Mediterranean. Spring 2002. MR. HIGGINBOTHAM.

Explores how the ancient Greeks and Romans viewed their natural world and how these perspectives are revealed by the archaeological record. Focuses on ancient resource management as reflected in the practices of agriculture, pisciculture, animal husbandry, mining, and

quarrying; how architecture and hydraulic engineering facilitated the access to and the procurement of raw materials; and the resultant consequences for the ancient environment. Drawing on ancient literary testimonia from such writers as Aristotle, Pliny the Elder, Vitruvius, Varro, Columella, and Virgil, the class examines the ancient responses to population pressures and natural disasters, the development of urban planning, contrasts (or conflicts) between the city and countryside, and the creation of artificial landscapes. (Same as **Archaeology 205**.)

Prerequisite: One of the following: **Archaeology 101** or **102**, **Environmental Studies 101**, **Biology 104**, **Geology 100** or **101**, or permission of the instructor.

210a. Plant Physiology. Every spring. MR. LOGAN.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210**.)

Prerequisite: **Biology 104**.

214b. Science, Technology, and Society. Spring 2001. MR. BANDY.

The practice of science and technological innovation has transformed practically every sphere of contemporary life, from our bodies to our natural environment, from our global economy to our entertainment. In both theoretical and applied ways, this course examines the social construction and effects of science and technology through a variety of readings and films. Along the way, we survey the relationships between science/technology and environment, the body, media, war, economy, race, and gender. (Same as **Sociology 214**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

215a. Behavioral Ecology and Population Biology. Every fall. MR. WHEELWRIGHT.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize ecological concepts, techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215**.)

216a. Introduction to Quantitative Methods in Environmental Science. Spring 2001. MR. GILFILLAN.

Students are introduced to the tools used by environmental scientists to gather information about processes occurring in the environment. Students learn to design scientific studies; develop hypotheses; and collect, analyze, and interpret data. In the laboratory portion of the course, students learn how to collect field data and obtain data from the Internet. Computerized methods—from spreadsheets to common analytical procedures—are used to analyze and interpret the results from the data collected.

218b. Environmental Economics. Fall 2000. MR. VAIL.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, and pollution; the role of market and institutional failures in explaining the existence of pollution; evaluation of alternative pollution control and environmental management strategies; the adequacy of natural resource stocks to meet the future demands of the United States and the world. (Same as **Economics 218**.)

Prerequisite: **Economics 101**.

219a. Biology of Marine Organisms. Every fall. MR. TEEGARDEN.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and group research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219.**)

Prerequisite: **Biology 104.**

220b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Spring 2001. MR. VAIL.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Economics 219.**)

Prerequisite: **Economics 101 and 102**, or permission of the instructor.

221b. Environmental Sociology. Fall 2002. MR. BANDY.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Sociology 221.**)

Prerequisite: **Sociology 101 or Anthropology 101.**

222b. Introduction to Human Population. Fall 2001. MS. RILEY.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Sociology 222.**)

Prerequisite: **Sociology 101 or Anthropology 101.**

225a. Community and Ecosystem Ecology. Fall 2000. MR. LICHTER.

Community ecology is the study of patterns in the distribution and abundance of organisms, whereas ecosystem ecology is concerned with the flow of energy and cycling of matter in communities. Explores the interactions within and among populations of plants, animals, and microorganisms, and how those interactions are regulated by the physical and chemical environment. Discusses the vast diversity of organisms, what processes maintain this biodiversity, and the relationship between biodiversity and ecosystem stability. Laboratory sessions consist of local field trips, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 225.**)

Prerequisite: **Biology 104.**

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 2001. MS. PEARLMAN.

The evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—are considered as determinants of city form. Topics include the shaping of capital cities, housing, parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **History 227.**)

230a. Aquatic Ecosystems. Spring 2001. Mr. TEEGARDEN.

Freshwater and marine environments are examined from a systems ecology perspective. Emphasis is placed on the physical structure of the environment, and effects of structure on biological dynamics and fluxes of matter and energy. Topics include controls and seasonality of productivity, trophic dynamics, microbial contributions to system function, climatic influences on aquatic systems, and population and community structure of water-column environments. Lectures, discussion sections, and field trips. Service-learning research project required. (Same as **Biology 230.**)

Prerequisite: **Biology 104.**

231b,d. Native Peoples and Cultures of Arctic America. Fall 2000. Ms. KAPLAN.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Anthropology 231.**)

Prerequisite: Previous course in anthropology or sociology.

240b. Environmental Law. Fall 2001. THE PROGRAM.

Examines critically some of the most important American environmental laws and applies them to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies. They are encouraged to examine the effectiveness of current law and consider alternative approaches. Not open to first-year students.

241b. Principles of Land-Use Planning. Spring 2001. Mr. FISK.

Land—how it is used, who controls it, the tension between private and public rights to it—is central to today's environmental debate. Land-use planning is inevitably part of that debate. It is a bridge between the physical environment (the land) and the social, economic, and political forces affecting that environment. The course exposes students to the physical principles of land-use planning and the legal and socioeconomic principles that underlie it.

[244c. City, Anti-City, and Utopia: The Urban Tradition in America.]**247c. Maine: A Community and Environmental History.** Spring 2002. Ms. McMAHON.

Seminar. Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **History 247.**)

Prerequisite: Previous course in history and **Environmental Studies 101**, or permission of the instructor.

258c. Environmental Ethics. Spring 2002. Mr. SIMON.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258.**)

260a. Oceanography and Ocean History. Spring 2002. MR. LAINE.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series. (Same as **Geology 260.**)

Prerequisite: Previous course in geology or permission of the instructor.

263b. International Environmental Policy. Spring 2002. MR. SPRINGER.

An examination of the political, legal, and institutional dimension of international efforts to protect the environment. Problems to be discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as **Government 263.**)

[265a. Environmental Geophysics.]

270a. Surface Processes and Landforms. Fall 2000. Fall 2002. MR. LEA.

Survey of the processes that shape the earth's landscapes, including streams, waves, wind, and glaciers. Equilibrium versus non-equilibrium landforms, process rates and sensitivity to change, and influence of climate and tectonism on landforms. Weekly lab emphasizes local field trips. (Same as **Geology 270.**)

Prerequisite: Previous course in geology or permission of the instructor.

275a. Hydrogeology. Spring 2001. Spring 2002. MR. LEA.

The interaction of water and geological materials within the hydrologic cycle, with applications to surface water and groundwater resources and quality. Qualitative and quantitative examination of such topics as precipitation, generation of stream flow, and movement of groundwater in aquifers. (Same as **Geology 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

[278a. Quaternary Environments.]

[279c. Making a Literary Landscape.]

280a. Plant Responses to the Environment. Fall 2000. MR. LOGAN.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature and a text facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Biology 280.**)

Prerequisite: **Biology 210.**

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2001. MR. SPRINGER.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the ES senior seminar requirement. (Same as **Government 363.**)

Prerequisite: **Government 260, 261, or 263,** or permission of the instructor.

[365c. Picturing Nature.]

391. Seminar in Environmental Studies: The Gulf of Maine. Spring 2001.
MR. GILFILLAN.

A study of the environmental challenges facing the Gulf of Maine and surrounding bioregions, with major emphasis on fisheries.

392c. Advanced Topics in Environmental Philosophy. Fall 2000. MR. SIMON.

Examines philosophical, moral, and policy questions regarding various environmental issues. Possible topics include the relation between human well-being, the ethics of consumption and nature; the moral status of non-human animals and the relation of the politics of animal liberation to environmental policy; environmental policy and our obligations to future generations; and ecology, social choice mechanisms, and the evaluation of environmental risk. (Same as **Philosophy 392.**)

393c. Nature and Culture in the American Landscape. Spring 2001. MS. PEARLMAN.

Focuses on Americans' changing conceptions of nature as they transformed a rural nation into an industrial and largely urban nation. Topics include the agrarian myth in American history, the opening and building of the American West, and the impact of new technologies and modes of transportation on the landscape. Authors and artists include Thomas Jefferson, Ralph Waldo Emerson, Frederick Law Olmsted, Frederick Jackson Turner, Leo Marx, J. B. Jackson, and William Cronon. Students write a semester-long research paper. (Same as **History 226.**)

[394a. Seminar in Environmental Studies: Chemicals in the Environment—Risks, Costs, and Policy.]**395a. Studies in Environmental Geoscience.** Spring 2001. MR. LAINE.

A research course that considers local problems in environmental geoscience. Topics include coastal erosion and protection, geological constraints on land use, aquifer assessment and protection, and the relationship between coastal oceanographic conditions and marine resources. Major portions of the course include student projects performed in conjunction with local governments and environmental organizations. Geographic information systems are introduced. (Same as **Geology 395.**)

Prerequisite: **Geology 100, 101, or 103; or Environmental Studies 241; or permission of the instructor.**

397a. Advanced Winter Field Ecology. Every other spring. Spring 2002. MR. WHEELWRIGHT.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. The course is structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, to evaluate readings from the primary literature, to analyze data from field research projects, and to present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 397.**)

Prerequisite: **Biology 215.**

[398c. Reading the Metropolitan Landscape: The Modern City in History.]**399a. Seminar in Biology/Environmental Studies: Marine Biotoxins—Sources, Impacts, and Management.** Spring 2001. MR. TEEGARDEN.

Many species of marine algae are toxic or harmful. Blooms or "red tides" of such algae wreak havoc upon ecosystems, threaten public health, and cause economic hardship. These events directly conflict with increasing human pressure on coastal resources. Scientific and social issues are discussed to examine the sources and consequences of harmful algal blooms, with the goal of developing effective management strategies for coping with their occurrence.

Problems from local to global scales are covered, with special focus on North American regions, including Gulf of Maine red tides and *Pfiesteria*. Through research projects, students produce management plans that identify the state of knowledge of a red tide problem, assess the environmental and social impacts, and make recommendations for policy development and future research. Field trip to a marine laboratory. (Same as **Biology 399**.)

Prerequisite: Any biology core course or permission of the instructor.

291–294. Intermediate Independent Study. THE PROGRAM.

The Art Department invites Art/Environmental Studies independent studies. Contact Professor Cornell.

401–404. Advanced Independent Study and Honors. THE PROGRAM.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b,d. Introduction to World Prehistory. Every fall. MR. MACEachern.

Anthropology 221b. The Rise of Civilizations. Fall 2000. MR. MACEachern.

Anthropology 239b,d. Indigenous Peoples of North America. Spring 2001. MS. SHAW.

Humanities

Art 190c. Architectural Design I. Spring 2001. MR. GLASS.

Film Studies

Associate Professor

Tricia Welsch, *Chair*

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

First-Year Seminar

For a description of first-year seminars, see pages 129–36.

10c. Cultural Difference and the Crime Film. Fall 2000. MS. WELSCH.

Introductory, Intermediate, and Advanced Courses

101c. Film Narrative. Every other fall. Fall 2000. MS. WELSCH.

An introduction to a variety of methods used to study motion pictures, with consideration given to a variety of types of films from different countries and time periods. Techniques and

strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c. History of Film, 1895–1940. Fall 2001. Ms. WELSCH.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c. History of Film, 1940 to the Present. Spring 2002. Ms. WELSCH.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. This course also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

222c. Images of America in Film. Spring 2001. Ms. WELSCH.

Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations; ethnicity and the American Dream; work and money and their role in self-definition; war and nostalgia; and celebrity and the role of Hollywood in the national imagination. Attendance at weekly evening screenings is required.

Prerequisite: one of the following: **Film Studies 101, 201, or 202.**

224c. The Films of Alfred Hitchcock. Spring 2002. Ms. WELSCH.

Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition as well as his consistent themes and characterizations. Attendance at weekly evening screenings is required.

Prerequisite: one of the following: **Film Studies 101, 201, or 202.**

310c. Gay and Lesbian Cinema. Spring 2001. Ms. WELSCH.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; and the AIDS imperative. Writing-intensive; mandatory attendance at evening film screenings. (Same as **Women's Studies 310.**)

Prerequisite: One previous film studies course, or permission of the instructor.

321c. German Expressionism and Its Legacy. Fall 2001. Ms. WELSCH.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required.

Prerequisite: one of the following: **Film Studies 101, 201, or 202.**

291c–294c. Intermediate Independent Study. THE DEPARTMENT.

401c–404c. Advanced Independent Study. THE DEPARTMENT.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar will be placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student will have the opportunity to participate during at least one semester of the first year. Registration for the seminars will take place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2000–2001 academic year follows.

Africana Studies 10b,d. Racism. Fall 2000. MR. PARTRIDGE.

(Same as **Sociology 10.**)

Africana Studies 12c,d. Representation and Resistance: African American Film and Literature. Fall 2000. MS. MUTHER.

(Same as **English 12.**)

Africana Studies 19c,d. Introduction to Caribbean Literature. Fall 2000. MS. SAUNDERS.

(Same as **English 19.**)

Africana Studies 22c,d. African American Short Stories. Spring 2001. MS. MUTHER.

(Same as **English 22.**)

Anthropology 22b. Inventing the Seaside. Fall 2001. MS. BALLINGER.

Examines the changing understandings of the sea and coastlines in Western cultures. What cultural meanings have been attached to the sea? What role has the sea played in the imagination and as a site for social relationships? Particular attention is given to the fashioning of the beach as a space of health, leisure, and tourism, as well as the tensions between tourism and other economic activities centered around the sea. Materials examined include paintings, literature, and folklore. Class includes local on-site visits.

Anthropology 26b. The Deaf World. Fall 2000. MS. NAKAMURA.

Analyzes deaf communities in different countries and looks at the origins of sign languages, their differences, how deaf communities have emerged *vis-à-vis* hearing people, and the relationships between language, culture, and identity. Discusses such “hot topics” as cochlear implants (genocide or not?), deaf social and cultural movements, and the future of deaf communities as medical technologies advance. No prior knowledge of sign language is required.

Art 10c. The Art of Zen. Fall 2000. MR. OLDS.

An examination of the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, gardening, and the tea ceremony.

Art 11c. Exhibiting Histories. Spring 2001. Ms. MCGEE.

Considers the intimate yet complex relationships between art and museums. How do works of art, exhibitions, and museums convey a sense of history? What and whose histories are these? How are cultures displayed; how do we read exhibitions as text? Readings include recent literature on the aesthetics, ethics, and politics of museum display. Scheduled spring semester exhibits at the Bowdoin College Museum of Art serve as primary resources for the class.

[Asian Studies 12c,d. Religion and Literature in Modern South Asia.]**[Asian Studies 18b,d. Japanese Politics and Society: Introductory Seminar.]****Asian Studies 19b,d. East Asian Politics: Introductory Seminar.** Fall 2000. Ms. NUMATA.

Introduces students to international relations in East Asia, with attention also paid to the region's relations with other countries in Asia-Pacific, including the United States. Examines the history of the region, post-war economic and security relations among the countries, and the opportunities and constraints confronting regional institution-building and integration. (Same as **Government 119.**)

Asian Studies 20c,d. English Literature of South Asia. Spring 2001. Mr. COLLINGS.

Discusses English fiction and nonfiction by South Asian writers, primarily in independent India and Pakistan, examining representations of nation and nationalism, multicultural conflict and cohesion, transformations of the family and gender roles, poverty, and the challenges of personal independence and obligation. Considers the political and literary consequences of writing in the language of colonization. Authors may include Tagore, Markandaya, Narayan, Desai, Rushdie, Mistry, Suleri, and Roy. (Same as **English 20.**)

Asian Studies 26c,d. Gandhi: Saint or Politician? Spring 2002. Ms. RAI.

Gandhi was a guiding spirit of the campaign for India's independence from British colonialism. By surveying the assessments both of his admirers and his critics, this course seeks to unsettle the myth-making about Gandhi and puts into perspective a political figure held in almost mystical reverence by some, and viewed as the very devil by others. Probes the use of cultural symbols in politics and their effect in leaving many more Indians out of the Indian nation than they kept in. Explores the very vital distinction between anti-colonialism and nationalism in Indian history. (Same as **History 26.**)

Asian Studies 28c,d. Seekers' Lives. Spring 2002. Mr. SMITH.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **History 28.**)

[Economics 12b. Economics and Women's Life Cycle.]**English 10c. Geographies of Reading.** Fall 2000. Ms. BRIEFEL.

Examines the diverse functions of spatial setting in nineteenth- and twentieth-century narratives. Among other issues, explores literary attempts to define public and private spaces (homes, communities, cities, nations), the impact of geography on narrative forms (novels, short stories, criticism, films), and representations of travel "at home" and abroad. Readings may include texts by Austen, Forster, Gilman, James, Petry, Wharton, and Woolf.

English 11c. Writing about Music. Fall 2000. Mr. COVIELLO.

Examines what we write about when we write about music—how a largely non-verbal medium like music nevertheless provides an occasion for writers to explore, with words, questions about love, sex, race, youth, and rebellion. Focuses mainly upon work from Harlem in the 1920s, London and New York in the late 1970s, and the contemporary scene. Assignments involve listening as well as extensive writing.

English 12c,d. Representation and Resistance: African American Film and Literature. Fall 2000. Ms. MUTHER.

Topics include the documentary impulse in African American film and writing; gender, sexuality, and cultural images; the politics of interpretation—writers, film makers, critics, and audiences; black nationalism versus “blaxploitation”; and the urban context and the economics of alienation. (Same as **Africana Studies 12.**)

English 13c. Bad Habits: Addictions, Manias, Obsessions. Fall 2000. Ms. NICKEL.

Traces the development of pathologized identities in nineteenth-century literature and culture. Topics include alcoholism, cigarette smoking, coffee drinking, narcotic use, fetishism, kleptomania, erotomania, collecting, shopping, and gambling. Authors include Balzac, Conan Doyle, Flaubert, Freud, Huysmans, London, Mann, Norris, Tolstoy, Wilde, and Zola.

English 14c. Celt-O-Files. Fall 2000. Ms. REIZBAUM.

An introduction and examination of the modern and contemporary literatures of Ireland, Scotland, and Wales, with a particular focus on Scotland this semester. Considers the place of such literatures in national, cultural, and “canonical” terms. Includes poetry, prose, film, and music with such authors as Muriel Spark, R. S. Thomas, Liz Lochhead, James Kelman, Janice Galloway, A. L. Kennedy, Bill Forsyth (*Gregory's Girl*), Danny Boyle (*Trainspotting*), and The Proclaimers. A look back to the popularizations of such figures as Robert Burns, and to the present in such offerings as *Braveheart*.

English 15c. The Genealogy of *Jane Eyre*. Fall 2000. Ms. SANDERS.

A wide-ranging inquiry into the literary traditions and historical circumstances that converge in a single novel's production. Begins with a close reading of *Jane Eyre* and then considers the novel from various critical perspectives: feminist, Marxist, historicist, post-colonialist, and biographical. Examines some of the novel's historical antecedents, including *Pamela*, *The Mysteries of Udolpho*, and *Pride and Prejudice*, as well as some of its rebellious descendants, including *Wide Sargasso Sea*. Discusses the novel's configurations of such tropes as the double, the Byronic hero, the madwoman, the haunted house, and the happy ending, as well as those shifts in gender, class, and nationalist relations in which the novel participates.

English 16c. Hawthorne. Fall 2000. MR. WATTERSON.

Readings include selected short stories, *Fanshawe*, *The Scarlet Letter*, *The Blithedale Romance*, *The House of the Seven Gables*, *The Marble Faun*, *Septimus Felton*, and James Mellow's *Nathaniel Hawthorne in His Times*.

English 17c. Magical Realism. Fall 2000. MR. SCHILLING.

Studies literature that illuminates the uncertain boundary between the real and the magical. Discusses, in particular, the roles of culture, race, and gender when making sense of events or situations—developing conceptual categories, identifying meaningful patterns, forming logical sequences, or learning. Authors include Gabriel Garcia Marquez, Salman Rushdie, Toni Morrison, James Welch, Keri Hulme, and Tony Kushner.

English 18c. Contemporary Lives: Memoir, Autobiography, and Personal Writing. Fall 2000. Ms. GOODRIDGE.

Examining the cultural function of a broad range of contemporary autobiographical writing, considers the appeal of this work and its critical reception. Recognizing that some memoir plays equally well in the academy and in mass market culture, examines the alliance between “high” and “low” culture generated by this phenomenon. Reading of both autobiographical writing that has achieved best-seller status and some that is less well known. Authors include Mary Karr, Elizabeth Wurtzel, Ann Imbrie, Lucy Grealy, Natalie Kusz, Richard Hoffman, Harold Brodkey, Eve Sedgwick, Frank Burroughs, and Scott Sanders.

English 19c,d. Introduction to Caribbean Literature. Fall 2000. Ms. SAUNDERS.

Examines some of the literary traditions that emerged in the Caribbean region during colonial occupation, as well as during post-independence periods in the region. Some of the thematic and theoretical areas of investigation include constructions of history and colonial identities, gender and nationalism, and cultural hybridity in Caribbean literatures. Authors include C. L. R. James, Jean Rhys, Samuel Selvon, Paule Marshall, Aimé Césaire, and Merle Collins. (Same as **Africana Studies 19.**)

English 20c,d. English Literature of South Asia. Spring 2001. MR. COLLINGS.

Discusses English fiction and nonfiction by South Asian writers, primarily in independent India and Pakistan, examining representations of nation and nationalism, multicultural conflict and cohesion, transformations of the family and gender roles, poverty, and the challenges of personal independence and obligation. Considers the political and literary consequences of writing in the language of colonization. Authors may include Tagore, Markandaya, Narayan, Desai, Rushdie, Mistry, Suleri, and Roy. (Same as **Asian Studies 20.**)

English 21c. Contemporary Fiction in English. Spring 2001. Ms. GOODRIDGE.

Authors may include Alice Munro, Patricia Duncker, Kate Atkinson, Elizabeth Jolly, Deborah Eisenberg, Paul Auster, Raymond Carver, Jane McCafferty, and Michael Chabon.

English 22c,d. African American Short Stories. Spring 2001. Ms. MUTHER.

Explorations of short fiction by African American writers from the fugitive narratives to futurist science fiction. Authors include Brown, Douglass, Hopkins, Chesnutt, Du Bois, Toomer, Hurston, Hughes, Fisher, McKay, West, Wright, Ellison, Baldwin, Petry, Morrison, Wideman, Bambara, Gaines, McPherson, Walker, Naylor, Delany, and Butler. (Same as **Africana Studies 22.**)

English 23c,d. Literary Diasporas. Spring 2001. Ms. REIZBAUM.

The painter R. B. Kitaj described the “diasporist” artist as one “who lives and paints in two or more societies at once.” The course examines a variety of literatures that are represented within this contemporary category of diasporan, or transnational, literatures (film) emerging from and about dispersed cultures. Considers questions of origins and exile (e.g., Jewish and African Diasporas), and looks at works that have been characterized as “Partition literature”—Ireland/Northern Ireland; Pakistan/India; Israel/Palestine. Authors may include Anton Shammas (Palestinian), Ronit Matalon (Israeli-Arab), Hanif Kuriishi (English-Pakistan), Jackie Kay (African-Scottish), Mathieu Kassovitz (French-Jewish), Neil Jordan (Irish), Amitav Ghosh (Indian), and Sara Suleri (Pakistan-American).

English 24c. “When Do We Live?”: British and American Boarding School Narrative. Spring 2001. MR. WATTERSON.

Traces the origin and evolution of the genre in Victorian England and its early importation into the United States. Topics for consideration include adolescence and institutional authority; the representation of gender, friendship, and bonding; class-consciousness and social mobility. Novels by Hughes, Spark, Carey, Watkins, Knowles, Salinger, and others, as well as readings in social history, literary criticism, and nonfictional accounts. Selected films are also screened and serve as a basis for discussion and writing assignments.

Film Studies 10c. Cultural Difference and the Crime Film. Fall 2000. Ms. WELSCH.

Considers gangster films in depth, exploring how popular narrative film manages the threat posed by the criminal’s racial, ethnic, or gender difference. Examines shifts in the genre’s popularity and assesses the implications of considering genre entertainment art. Weekly writing, extensive reading, and mandatory attendance at evening film screenings.

Government 103b. The Pursuit of Peace. Fall 2000. MR. SPRINGER.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

Government 105b. American Politics: Representation, Participation, and Power. Fall 2000. MS. MARTIN.

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the President) and political institutions (parties, Congress, the executive branch, the judiciary).

Government 106b. Fundamental Questions: Exercises in Political Theory. Spring 2001. MS. YARBROUGH.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

Government 107b. Democracy and the Good Life. Fall 2000. MR. BEITZ.

Is democracy a good thing for human beings? Is it an obstacle to human fulfillment? Or is individual human good unrelated to the character of public life? The seminar explores these questions through a close reading of some important texts in the history of Western political philosophy. Readings are chosen from the works of Plato, Aristotle, Hobbes, Rousseau, Tocqueville, and John Stuart Mill. One or two more recent works may also be considered.

Government 109b. Athens and Jerusalem: Classical and Biblical Sources of the Western Political Tradition. Fall 2001. MR. FRANCO.

Examines the two great traditions of Greek thought and biblical faith that stand at the head of Western civilization, and that disclose fundamentally alternative ways of viewing human nature, morality, and politics. Pays particular attention to the relationship between philosophy, religion, and politics, and to the fundamental contrast between a way of life based on reason and one based on revelation or faith. Readings are drawn from classic literary and philosophical texts, including Homer, Sophocles, Aristophanes, Plato, Aristotle, the Bible (both Hebrew and New Testament), St. Paul, and St. Augustine.

Government 111b. The Korean War. Fall 2000. MR. POTHOLM.

The Korean War is often called "the forgotten war" because it is overshadowed by World War II and the Vietnam war, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state in between China, Russia, and Japan continues to have important policy ramifications for the United States. The course focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

Government 115b. Mass Media in American Politics. Spring 2001. MS. GLOBETTI.

As the electorate's window on public affairs, the mass media play a very important role in American politics. We meet our politicians and "get to know them" through the media. Since we rarely experience politics directly, the mass media provide us with the bulk of our political information. As a result, many of the characteristics of the contemporary political era are best understood by examining the interplay between the media, the public, and office-holders. Examines the importance of media ownership, the role the media play in opinion formation and elections, and the implications of the media's power.

[Government 118b,d. Japanese Politics and Society: Introductory Seminar.]
(Same as **Asian Studies 18.**)

Government 119b,d. East Asian Politics: Introductory Seminar. Fall 2000. Ms. NUMATA.

Introduces students to international relations in East Asia, with attention also paid to the region's relations with other countries in Asia-Pacific, including the United States. Examines the history of the region, post-war economic and security relations among the countries, and the opportunities and constraints confronting regional institution-building and integration.

(Same as **Asian Studies 19.**)

History 10c. History on Film. Fall 2001. Mr. NYHUS.

Explores topics in Renaissance history as realized by important modern directors. Considers such topics as urban life, the peasant family, the late medieval monarchy, witchcraft, and imperialism and the New World, as well as issues of historiography. Films include *The Decameron* (Pasolini), *The Return of Martin Guerre* (Vigne), *The Seventh Seal* (Bergman), *Henry V* (the Olivier version of Shakespeare's play), *Day of Wrath* (Dreyer), and *Aguirre, the Wrath of God* (Herzog). Ancillary readings from a variety of sources.

History 12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2002. Ms. McMAHON.

An examination of the evolution of utopian visions that begins with John Winthrop's "City upon a Hill." Explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century intentional communities, counterculture communes, and dystopian separatists. Readings include accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussion and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 19c. War and Society. Fall 2000. Mr. RAEL.

Explores the relationship between warfare and social organization from the Middle Ages to the present. Examines the emergence of states and world powers systems, technology and social change, and the relationship between ideology and hegemony. Considers warfare as a lens into European expansion, colonialism, imperialism. Students should expect to view several films outside of class.

History 20c,d. Contemporary Argentina. Fall 2001. Mr. WELLS.

Examines modern Argentine society. Texts, novels, and films help unravel Argentine history and its culture. Topics include the image of the gaucho; the impact of immigration; Peronism; the Dirty War; and the elusive struggle for democracy, development, and social justice.

History 23c. Great Explorers of the Modern Era. Fall 2000. Mr. SILBEY.

Examines the lives and achievements of the great explorers, ranging from Columbus to Prince Henry the Navigator, to Livingstone, to Lewis and Clark, to Peary, to Shackleton, to Hilary. Considers what exploration meant, not only to the explorers, but to the societies that sent them out and followed their expeditions so eagerly. Approaches these questions in a variety of ways, including weekly discussions using both primary source documents and secondary readings.

History 26c,d. Gandhi: Saint or Politician? Spring 2002. Ms. RAI.

Gandhi was a guiding spirit of the campaign for India's independence from British colonialism. By surveying the assessments both of his admirers and his critics, this course seeks to unsettle the myth-making about Gandhi and puts into perspective a political figure held in almost mystical reverence by some, and viewed as the very devil by others. Probes the use of cultural symbols in politics and their effect in leaving many more Indians out of the Indian nation than they kept in. Explores the very vital distinction between anti-colonialism and nationalism in Indian history. (Same as **Asian Studies 26.**)

History 28c,d. Seekers' Lives. Spring 2002. Mr. SMITH.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **Asian Studies 28.**)

Philosophy 11c. Free Will. Spring 2001. Mr. CORISH.

Are our actions free, or at least partly free; or are they wholly caused, or determined, in some sense that makes the notion of freedom inappropriate in descriptions of actions? Are we really responsible agents, as our tradition tells us we are? Readings in contemporary and older materials are used as the basis for the seminar discussions.

[Philosophy 12c. The Philosophical Life.]**Philosophy 13c. The Souls of Animals.** Fall 2001. Mr. STUART.

An inquiry into animal rights and animal cognition. Do animals have souls? Do they have thoughts and beliefs? Do they feel pain? Are they deserving of the same moral consideration as human beings? Do they have any moral status at all? Readings from historical and contemporary sources.

[Philosophy 14c. Philosophy and Poetry.]**Philosophy 15c. Science, Non-science, and Nonsense.** Fall 2000. Mr. SEHON.

Should we believe claims made about "paranormal" phenomena (ESP, astrology, ghosts, etc.)? Are creationism and evolution equally viable theories? How should we think about eastern versus western approaches to medicine? We investigate these questions, as well as related fundamental questions about science: Why should we believe science? If something is non-science, is it therefore nonsense?

[Philosophy 19c. Hellenistic Philosophy.]**[Religion 12c,d. Religion and Literature in Modern South Asia.]****Religion 14c. Pilgrimage: The Journey Outward and Inward.** Fall 2000. Mr. WALLIS.

Pilgrimage is both an outward and inward journey. Outwardly, it is a movement from profane home to "sacred" designation; inwardly, from the known and habitual to the unknown and transformative. This course is an exploration of the structure, elements, typology, and meaning of pilgrimage based on examples from several religious traditions: Hinduism, Buddhism, Russian Orthodox, and European Catholic. Readings include personal accounts, canonical prescriptions, anthropological descriptions, and theoretical interpretations.

Religion 15c. Heresies. Spring 2001. Ms. BUCKLEY.

Heresy implies a chosen belief by an individual or group. This course is a study of such dogmatic or ritual opposition to the status quo, including political programs, end-of-the-world speculations, ideals of egalitarianism, and militant or peaceful opposition to orthodoxies. We ask who has the power to declare someone a heretic, what do heretics want, what are their categories of understanding, and how do we, using our categories, approach theirs? Historical and present-day examples are drawn from Judaism, Christianity, and Islam.

Russian 20c. The Great Soviet Experiment through Film. Every other fall. Fall 2001. Ms. KNOX-VOINA.

An interdisciplinary introduction to Russian culture during the "Great Soviet Experiment." Themes include the role of film in building a Soviet utopia based on science and technology and in creating "new Soviet women and men." Film is examined as a propaganda tool used to educate illiterate elements of society, particularly women, to transform them into progressive workers or professionals, and later to deconstruct certain Soviet myths after Stalin's death. Several literary works are read. Weekly viewings of slides and Russian films. A writing-intensive course. No knowledge of Russian required. (Same as **Women's Studies 21.**)

Russian 21c. The Culture of Nationalism. Every other spring. Spring 2002. Mr. MILLER.

Focuses on the origin of Romantic nationalism in Eastern Europe. Readings include the poetry of the Slavic "National Renaissance" (ca. 1810–1848), various earlier and later writings, and some theoretical works. The roots of recent conflicts in Russia and the former Yugoslavia are studied, as are the importance of language in the creation of modern nationalism and its (mis)use of history.

Sociology 10b,d. Racism. Fall 2000. Mr. PARTRIDGE.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

[Women's Studies 12b. Economics and Women's Life Cycle.]

Women's Studies 21c. The Great Soviet Experiment through Film. Fall 2001. Ms. KNOX-VOINA.

An interdisciplinary introduction to Russian culture during the "Great Soviet Experiment." Themes include the role of film in building a Soviet utopia based on science and technology and in creating "new Soviet women and men." Film is examined as a propaganda tool used to educate illiterate elements of society, particularly women, to transform them into progressive workers or professionals, and later to deconstruct certain Soviet myths after Stalin's death. Several literary works are read. Weekly viewings of slides and Russian films. A writing-intensive course. No knowledge of Russian required. (Same as **Russian 20.**)

Gay and Lesbian Studies

Administered by the Gay and Lesbian Studies Committee;

James McCalla, *Chair*

(See committee list, page 302.)

Gay and Lesbian Studies is an interdisciplinary program coordinating courses that examine the role of sexuality in culture; consider the specific cultural achievements of lesbians and gay men; and take a critical perspective on the experiences and depictions of lesbians, gay men, and bisexuals.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the

arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

201b. Gay and Lesbian Studies. Every other year. Fall 2001. MR. COLLINGS.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

291–294b. Intermediate Independent Study. Every year. THE PROGRAM.

Africana Studies

Africana Studies 206b. Media Representations of Reality. Fall 2000.

MR. JOHNSON.

(Same as **Sociology 206.**)

Anthropology

Anthropology 205b,d. Minorities and Sexualities in Modern Japan. Fall 2000. Ms. NAKAMURA.

(Same as **Asian Studies 205.**)

Anthropology 222b. Culture through Performance. Fall 2001. Ms. DICKEY.

Anthropology 237b,d. Family, Gender, and Sexuality in Latin America. Fall 2000. Ms. VAN VLEET.

Asian Studies

Asian Studies 205b,d. Minorities and Sexualities in Modern Japan. Fall 2000. Ms. NAKAMURA.

(Same as **Anthropology 205.**)

Classics

Classics 229c. Gender and Sexuality in Classical Antiquity. Fall 2000. Ms. KOSAK.

(Same as **Women's Studies 229.**)

English

English 232c. Constructing Sexuality in the Enlightenment. Spring 2001. Ms. NICKEL.

English 243c. Victorian Genders. Fall 2000. Ms. BRIEFEL.

English 271c. The American Renaissance. Spring 2001. MR. COVIELLO.

English 282c. Introduction to Literary and Cultural Theory. Every other year. Fall 2000. Ms. GOODRIDGE.

English 317c. The History of the Common Body. Fall 2000. MR. COLLINGS.

English 323c. The Sexual Child. Fall 2000. MR. COVIELLO.

Film Studies

Film Studies 310c. Gay and Lesbian Cinema. Spring 2001. Ms. WELSCH.

Music

Music 150c. Sexuality and Gender in Opera. Spring 2002. Mr. McCALLA.
(Same as **Women's Studies 150.**)

Sociology

Sociology 206b. Media Representations of Reality. Fall 2000. Mr. JOHNSON.
(Same as **Africana Studies 206.**)

Sociology 219b. Sociology of Gender. Fall 2000. Ms. RILEY.

Sociology 252b. Sociology of Chronic Illness and Disability. Fall 2001. Ms. BELL.

Sociology 253b. Constructions of the Body. Spring 2001. Ms. BELL.

Women's Studies

Women's Studies 150c. Sexuality and Gender in Opera. Spring 2002. Mr. McCALLA.
(Same as **Music 150.**)

Women's Studies 219c. Sociology of Gender. Fall 2000. Ms. RILEY.
(Same as **Sociology 219.**)

Women's Studies 229c. Gender and Sexuality in Classical Antiquity. Fall 2000. Ms. KOSAK.
(Same as **Classics 229.**)

Women's Studies 244c. Victorian Genders. Fall 2000. Ms. BRIEFEL.

Women's Studies 253c. Constructions of the Body. Spring 2001. Ms. BELL.
(Same as **Sociology 253.**)

Women's Studies 260c. Lesbian History and Social Thought in the Twentieth-Century United States. Spring 2001. Ms. PLASTAS.

Geology

Associate Professors

Edward P. Laine, *Chair*
Peter D. Lea

Assistant Professor

Rachel J. Beane
Laboratory Instructor
Joanne Urquhart

Requirements for the Major in Geology

The major consists of nine courses, including **Geology 200** and **202**. The remaining seven courses may include: a) up to two of **Geology 99, 100, 101, 103**, or a first-year seminar in geology; and/or b) up to two non-introductory science/math/anthropology courses listed as approved by the Geology Department; and/or c) other 200- or 300-level geology courses (**Geology 219, 220, 241, 243, 250, 260, 262, 265, 270, 275, 278, and 395**).

Note that independent study does not normally count toward the Geology major. Geology majors are also advised that most graduate schools in the earth sciences require **Chemistry 109, Physics 103, and Mathematics 171**.

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 168.

Requirements for the Minor in Geology

The minor consists of four courses in Geology, at least two chosen from **Geology 200, 202, 220, 241, 243, 250, 260, 262, 265, 270, 275, 278, and 395.**

Introductory, Intermediate, and Advanced Courses

100a. Environmental Geology and Hydrology. Every fall. Fall 2000. MR. LEA.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. Includes a weekend field trip to Acadia National Park. (Same as **Environmental Studies 100.**)

101a. Introduction to Physical Geology. Every spring. Spring 2001.

THE DEPARTMENT.

The earth is a dynamic planet with earthquakes, volcanic eruptions, floods, and landslides. This course investigates the processes that shape the earth's surface, and examines the minerals, rocks, and structures that compose the earth. Through field trips, laboratory exercises, and course work, we make observations, analyze data, interpret maps, and explore the connections between geology and our lives.

103a. Marine Environmental Geology. Every fall. MR. LAINE.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and estuarine sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. Two one-day weekend field excursions are required. (Same as **Environmental Studies 103.**)

200a. Geological Field Methods. Every fall. Fall 2000. THE DEPARTMENT.

An introduction to geological field techniques, designed to teach students how to solve geological problems by collecting and analyzing data in the local field environment. Topics include geological mapping, sub-bottom profiling of local bays or lakes, and investigation of the relationship between landforms and surface processes. Includes a weekend field trip.

Prerequisite: Previous course in geology or permission of the instructor.

202a. Mineralogy. Every spring. MS. BEANE.

Mineral chemistry and crystallography are explored through hand specimen identification, optical microscopy, scanning electron microscopy, energy dispersive spectrometry, and phase diagrams. Emphasis is placed on mineral associations, and on the genesis of minerals in igneous and metamorphic rocks.

Prerequisite: Previous course in geology or permission of the instructor.

220a. Sedimentary Geology. Fall 2001. Fall 2003. MR. LEA.

Survey of earth's depositional systems, both continental and marine, with emphasis on dynamics of sediment transport and interpretation of depositional environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and tectonic and sea-level controls on large-scale depositional patterns. Weekly lab includes local field trips.

Prerequisite: Previous course in geology or permission of the instructor.

241a. Structural Geology. Fall 2000. Fall 2002. Ms. BEANE.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. This course examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: **Geology 101 or 200**, or permission of the instructor.

[243a. Mountain Belts of Pangea.]**250a. Marine Geology and Tectonics.** Spring 2001. THE DEPARTMENT.

The geological and geophysical bases of the plate-tectonics model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: Previous course in geology or permission of the instructor.

260a. Oceanography and Ocean History. Spring 2002. MR. LAINE.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series. (Same as **Environmental Studies 260**.)

Prerequisite: Previous course in geology or permission of the instructor.

262a. Igneous and Metamorphic Petrology. Fall 2001. Ms. BEANE.

Rocks contain many clues about the processes of their formation. This course uses these clues to explore the processes by which igneous rocks solidify from magma, and metamorphic rocks form in response to pressure, temperature, and chemical changes. Laboratory work emphasizes field observations, microscopic examination of thin sections, and computer-based geochemical modeling. A class project introduces students to aspects of geologic research.

Prerequisite: **Geology 202**.

[265a. Environmental Geophysics.]**270a. Surface Processes and Landforms.** Fall 2000. THE DEPARTMENT.

Survey of the processes that shape the earth's landscapes, including streams, waves, wind, and glaciers. Equilibrium versus non-equilibrium landforms, process rates and sensitivity to change, and influence of climate and tectonism on landforms. Weekly lab emphasizes local field trips. (Same as **Environmental Studies 270**.)

Prerequisite: Previous course in geology or permission of the instructor.

275a. Hydrogeology. Spring 2001. Spring 2002. MR. LEA.

The interaction of water and geological materials within the hydrologic cycle, with applications to surface water and groundwater resources and quality. Qualitative and quantitative examination of such topics as precipitation, generation of stream flow, and movement of groundwater in aquifers. (Same as **Environmental Studies 275**.)

Prerequisite: Previous course in geology or permission of the instructor.

[278a. Quaternary Environments.]

291a–294a. Intermediate Independent Study. THE DEPARTMENT.

395a. Studies in Environmental Geoscience. Spring 2001. MR. LAINE.

A research course that considers local problems in environmental geoscience. Topics include coastal erosion and protection, geological constraints on land use, aquifer assessment and protection, and the relationship between coastal oceanographic conditions and marine resources. Major portions of the course include student projects performed in conjunction with local governments and environmental organizations. Geographic information systems are introduced. (Same as **Environmental Studies 395**.)

Prerequisite: **Geology 100, 101, or 103, or Environmental Studies 241.**

401a–404a. Advanced Independent Study and Honors. THE DEPARTMENT.

German

Professors

Helen L. Cafferty

Steven R. Cerf

James L. Hodge, *Chair*

Teaching Fellow

Tina Michels

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **51, 52** and the others from **205–402**. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

Courses Taught in English

51c. German Literature and Culture in English Translation. Every year. This course may be repeated for credit with the contents changed.

Fall 2000. MR. CERF. **Literary Imagination and the Holocaust.**

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism?

52c. Myth and Heroic Epic of Europe. Spring 2001. MR. HODGE.

Myths, legends, sagas, and other folk literature of the Germanic, Celtic, Slavic, and Finno-Ugric traditions, e.g., the prose and poetic Eddas, Song of the Volsungs, Beowulf, Lay of the Nibelungs, the Mabinogion, the Cycle of Finn, the Cycle of Ulster, Marko the Prince, and the Kalevala. Where possible and desirable, comparisons may be drawn with other mythologies; mythological and legendary material may be supplemented by relevant folkloric, Arthurian, and semihistorical literature.

Language and Culture Courses**101c. Elementary German I.** Every fall. Fall 2000. MR. HODGE.

German 101 is the first language course in German and is open to all students without prerequisite. Three hours per week. Emphasis on four skills: speaking and understanding, reading, and writing. Introduces aspects of culture. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2001. MS. CAFFERTY.

Continuation of **German 101**. Equivalent of **German 101** is required.

203c. Intermediate German I. Every fall. Fall 2000. MS. CAFFERTY.

Three hours per week of reading, speaking, composition, and review of grammar. Continued emphasis on German culture. One hour of conversation and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II. Every spring. Spring 2001. MR. CERF.

Continuation of **German 203**. Equivalent of **German 203** is required.

205c. Advanced German. Every year. Fall 2000. MR. CERF.

Designed to further explore aspects of German culture while increasing oral fluency, writing skills, and comprehension. Equivalent of **German 204** is required. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

Literature and Culture Courses

All courses require the equivalent of **German 204**.

308c. Introduction to German Literature. Every year. Spring 2001.

MR. HODGE.

Introduction to the critical reading of texts by genre: e.g., prose fiction, expository prose, lyric poetry, drama, opera, film, etc. Develops students' sensitivity to generic structures and techniques and introduces terminology for describing and analyzing texts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c. German Classicism. Fall 2001. MR. HODGE.

The youthful revolt of Storm and Stress against the Age of Reason. The maturing of Goethe and Schiller into major exponents of German literary Idealism. Related philosophical, musical, and other figures.

314c. German Romanticism. Spring 2002. MR. CERF.

The origins of the Romantic movement and its impact. Its literary philosophy and preferred genres. Cultural background and the arts. Representative authors and texts.

315c. German Realism. Fall 2000. MR. HODGE.

Texts from Germany, Austria, and Switzerland. Representative authors such as Büchner, Heine, and Hauptmann. Nineteenth-century cultural background and the arts.

316c. German Modernism. Spring 2001. MR. CERF.

Texts from Germany, Austria, and Switzerland. Representative authors such as Kafka, Mann, and Brecht. Twentieth-century cultural background and the arts.

317c. German Literature since 1945. Fall 2000. MS. CAFFERTY.

Texts from Germany, Austria, and Switzerland. Minority authors writing in German. Post-WWII themes such as national identity and “coming to terms with the past.” Cultural background and the arts. Representative authors such as Grass, Böll, and Wolf.

319c. The Short Prose Form. Fall 2001. MS. CAFFERTY.

An investigation of the short prose form, e.g., *Novelle*, short story, fairy tale, fable, etc., with appropriate literary theory. Historical and cultural background. Representative authors and texts from Germany, Austria, and Switzerland.

398c. Seminar in Aspects of German Literature and Culture. Every spring. THE DEPARTMENT.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and historical periods. This course may be repeated for credit with the contents changed.

Cinema City: Berlin and the Movies. Spring 2001. MS. CAFFERTY.

An examination of the *Berlin-Film* in the twentieth century, with particular emphasis on Cold War and post-wall constructions of Berlin and its role in German history. Reading of cinematic representations of the city as history, metaphor, and myth; and as the site of counterculture, East-West tensions, and the post-unification struggle for new identities. History of the production of films in and about Berlin. Representative texts from popular and art films, New German Cinema and DEFA, German and international productions, documentary and feature films. Films selected from directors such as Ruttman, Staudte, Käutner, Wilder, Fosse, Sander, Klein, Carow, Wenders, Böttcher, von Trotta, Becker, Vilsmaier, Färberbock, Misselwitz, Danquart, Tykwer, Haußmann.

291c–294c. Intermediate Independent Study. THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

Government and Legal Studies

Professors

Charles R. Beitz
 Janet M. Martin
 Richard E. Morgan*
 Christian P. Potholm,
Chair (fall semester)
 Allen L. Springer
 Jean M. Yarbrough
Adjunct Professor
 Richard A. Wiley
Associate Professors
 Paul N. Franco,
Chair (spring semester)
 Marcia A. Weigle†

Assistant Professor

Marc J. Hetherington
Joint Appointments
with Asian Studies
 Assistant Professor Lance Guo*
 Assistant Professor
 Henry C. W. Laurence†
 Visiting Assistant Professor
 Chieko Numata
Visiting Assistant Professors
 Daniel Lieberfeld
 Jonathan Weiler

Visiting Instructor

Suzanne Globetti
Senior Lecturer
 Kent John Chabotar
Joint Appointment
with Environmental Studies
 Senior Lecturer DeWitt John
Adjunct Lecturer
 George Isaacson

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 105, 111, 112, 113, 115, 150, 201, 202, 203, 204, 205, 206, 209, 210–211, 216, 255, 301, 302, 304, 305, and 306;**

Comparative politics: **Government 102, 104, 107, 111, 118, 119, 120, 222, 223, 224, 225, 226, 227, 228, 230, 232, 233, 235, 264, 284, 285, 320, 324, 329, 330, 332, and 365;**

Political theory: **Government 106, 107, 108, 109, 114, 240, 241, 242, 243, 244, 245, 246, 248, 250, 341, 343, 344, 345, 346, and 347; and**

International relations: **Government 103, 110, 111, 160, 224, 233, 243, 260, 261, 263, 264, 265, 267, 269, 270, 275, 284, 286, 287, 302, 324, 336, 361, 363, and 365.**

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than one taken at Level A, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course are taken.

2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only one Level A course counts toward the major.

3. **Government 214, 215, and 370, and Environmental Studies 240**, while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the major in the “other” category, on a case by case basis.

4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.

5. To fulfill the major/minor requirements, a grade of C or better must be earned in a course.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. Only one Level A course may count toward the minor.

LEVEL A COURSES**Introductory Seminars**

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. If there are any remaining places, juniors and seniors may be admitted with the permission of the instructor. For a description of the following introductory seminars, see First-Year Seminars, pages 129–36.

103b. The Pursuit of Peace. Fall 2000. MR. SPRINGER.

105b. American Politics: Representation, Participation, and Power. Fall 2000. MS. MARTIN.

106b. Fundamental Questions: Exercises in Political Theory. Spring 2001. MS. YARBROUGH.

107b. Democracy and the Good Life. Fall 2000. MR. BEITZ.

109b. Athens and Jerusalem: Classical and Biblical Sources of the Western Political Tradition. Fall 2001. MR. FRANCO.

111b. The Korean War. Fall 2000. MR. POTHOLM.

115b. Mass Media in American Politics. Spring 2001. MS. GLOBETTI.

[118b,d. Japanese Politics and Society: Introductory Seminar.]

119b,d. East Asian Politics: Introductory Seminar. Fall 2000. MS. NUMATA.
(Same as Asian Studies 19.)

Introductory Lectures

120b. Introduction to Comparative Government. Every spring. Spring 2001. MR. WEILER.

Introduces students to core concepts in comparative politics, beginning with an examination of the major political ideologies of the last two centuries—liberalism, socialism, and conservatism. Then focuses on the worldwide trend toward democracy and also studies important issues in the ongoing debate about how newly democratizing societies achieve economic prosperity or development. Utilizes case studies—Russia and South Africa, among others—to analyze in depth how newly democratizing states attempt to implement democratic changes and cope with far-reaching economic transformations. Specifically raises and attempts to answer questions such as: Does democracy foster economic prosperity? Under what circumstances? Can economic well-being be achieved in the absence of democracy?

150b. Introduction to American Government. Fall 2000. MR. HETHERINGTON.

Provides a comprehensive overview of the American political process. Specifically, we trace the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Spring 2001. MR. BEITZ.

An introduction to the analysis of international relations and its development since the First World War, with special attention given to the evolution of U.S. foreign policy during and after the Cold War. Considers alternative explanations of war and other international events, the sources of foreign policy, and the interaction of political and economic forces in global politics. Recommended for students expecting to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions to determine whether previous background or sophomore, junior, or senior standing is necessary.

201b. Law and Society. Spring 2001. MR. MORGAN.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

Prerequisite: Junior standing, or permission of the instructor.

202b. The American Presidency. Spring 2001. MS. MARTIN.

An examination of the presidency in the American political system, including the election process, advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House.

203b. American Political Parties. Spring 2001. MR. HETHERINGTON.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, we will discuss the role of political parties in the evolution of American politics. Special attention is given to the present political context, which has been characterized by the relative absence of mass party identification and a radically different role for party organizations. Of particular import will be the reasons for and implications of party decline.

204b. Congress and the Policy Process. Fall 2000. MS. MARTIN.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations.

205b. Campaigns and Elections. Fall 2000. MS. GLOBETTI.

Though campaigns and elections are essential to the functioning of democracy, citizens and political observers increasingly view them as perverting the system. Drawing from the scholarly literature and our own analysis of the 2000 presidential campaign, we assess how justified this view actually is. Examines theories of individual voting behavior, communications and persuasion research, and the institutional arrangement within which campaigns operate. Investigates how the mass media, nominating system, campaign finance laws, candidates, and voters interact to shape the electoral environment and, ultimately, government outputs.

209b. Introduction to Political Behavior. Fall 2001. MR. HETHERINGTON.

Given that the legitimacy of representative institutions is derived, at least in part, from the opinions of the governed, the study of mass political behavior is an important research topic in representative democracies. This course is designed to provide a broad overview of the politics of ordinary citizens. Examines first the micro-level foundations of political attitudes and the factors that may affect these attitudes, such as group and party identification and the mass media. Then explores how these opinions and attitudes provide the foundation for more tangible behaviors, such as political participation and vote choice. Finally, discusses the degree to which American public opinion approximates that of an "ideal" democracy.

210b. Constitutional Law I. Every fall. Fall 2000. MR. ISAACSON.

The first semester deals with the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

Prerequisite: Junior or senior standing and **Government 150** or **250**, or permission of the instructor.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2001. MR. MORGAN.

The second semester deals with questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210**.

214b. Environmental Policy and Politics. Spring 2001. MR. JOHN.

Examines alternative ways to protect our physical environment. Analyzes environmental policies and the regulatory regime that has developed in the United States, as well as new approaches such as free-market environmentalism, civic environmentalism, environmental justice, and sustainable development. Explores current debates over fisheries, sprawl, and climate change, as well as proposals for fundamental reform at EPA. (Same as **Environmental Studies 202**.)

Prerequisite: **Environmental Studies 101** and **201**.

215b. Public Policy and Administration. Spring 2002. MR. CHABOTAR.

An introduction to governmental and nonprofit decision-making, with emphasis on leadership and strategic planning, fiscal and personnel administration, issues of public interest and merit system, and responses to bureaucratic, political, and economic pressures. Focus on policy-making and administration in education, criminal justice, and the arts.

216b. Maine Politics. Every fall. Fall 2000. MR. POTHOLM.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree state. An analysis of key precincts and Maine voting paradigms are included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM and the AFL/CIO. Students are expected to follow contemporary political events on a regular basis.

222b,d. South African Politics and Society. Spring 2001. MR. LIEBERFELD.

Ideological, social, economic, and cultural aspects of the struggle between white supremacy and black liberation in South Africa. Highlights the development of African and Afrikaner national movements, including the triumph of the National party in 1948 and the establishment of the apartheid system, the evolution of resistance strategies by the African

National Congress and the Pan-Africanist Congress, social movements that politicized black students and workers, the mid-1980s uprisings, the moves toward negotiation under the Botha and de Klerk administrations, and the election of Nelson Mandela as president in 1994. Additional emphasis on current challenges in the transition to democracy, the reconstruction of national identities, and the reorientation of foreign policy. First-year students require permission of the instructor. (Same as **Africana Studies 222.**)

224b. West European Politics. Fall 2000. MR. WEILER.

Introduces students to the variety of democratic regimes in Western Europe and their struggles to adapt to international change in the aftermath of the Cold War. Combines close studies of several of the major European countries: Britain, Germany, Italy, France, and Eastern Europe and the Balkans, with a thematic look at the various ways in which democracy is constituted in Europe. Particular themes for the course include the decline of the welfare state throughout Western Europe, the impact of European integration on national sovereignty and democracy, and the rise of nationalism and regionalism and their potential impact on democratic politics.

225b. The Politics of the European Union. Fall 2002. Ms. WEIGLE.

Since 1958, the countries of Western Europe have been attempting to carry out a process of political, social, and economic integration under the auspices of first the European Community (1958–1991) and, after the Maastricht Treaty, the European Union (1992–present). The course examines the processes of European integration from 1958 to the present in three venues: integration theory (the transition from national to all-European policies); political institutions (the European Commission, the European Parliament, the European Court of Justice, the Council of Ministers); the European Union policies (the all-European welfare state, the legal order, expansion to include the new Central European liberal democracies). Students complete a research paper and use it as the basis for participation in the Model-EU role-playing session at the end of the semester.

[226b,d. Middle East Politics.]

227b,d. Chinese Politics. Spring 2001. MR. GUO.

An introduction to contemporary Chinese politics. Begins with a survey of the basic political system established in the 1950s and then focuses on political change and the forces driving it in the reform era (since 1979). Topics include the political impact of decentralization and marketization, the open-door policy, the development of the legal system, the adaptation by the Chinese Communist party, and democratization. (Same as **Asian Studies 227.**)

228b,d. Chinese Foreign Policy. Spring 2001. MR. GUO.

An analytic survey of the history and evolution of Chinese foreign relations from the inception of the People's Republic of China in 1949. Emphasis is on China's evolving strategic thinking in the context of changing international and regional (the Asia-Pacific) power configuration in the post-Cold War era. Probable topics include actors and institutions of foreign policy-making, national security and the military, foreign economic relations, Sino-U. S. relations, China in East Asia, the Taiwan issue, the South China Sea dispute, Chinese nationalism, and the linkages between domestic politics and foreign policy. (Same as **Asian Studies 228.**)

230b. Russian Politics. Every fall. Fall 2000. MR. WEILER.

An introduction to contemporary Russian politics, beginning with an in-depth look at the political and ideological foundations of the Soviet system. A solid grasp of this background is essential for making sense out of Russian politics today. Focuses on the political and economic changes initiated by Soviet leader Mikhail Gorbachev after 1985 and deepened by

Russian president Boris Yeltsin following the collapse of the Soviet Union in 1991. Examines the degree to which the economic and political changes are helping or hindering the goal of institutionalizing democracy in Russia.

232b.d. Japanese Politics and Society. Fall 2000. Ms. NUMATA.

Surveys the institutions and groups that shape Japanese politics and policy-making. Focuses on the structure and process of policy-making, the constraints that decision-makers face, and the authority that they possess. Explores what makes Japanese politics "unique," and what caused the political upheavals of the 1990s. (Same as **Asian Studies 282.**)

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2001. Mr. POTHOLM.

An examination of the forces and processes by which governments and societies get into and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

240b. Classical Political Philosophy. Fall 2000. Ms. YARBROUGH.

Examines the answers of Plato and Aristotle to the most pressing human questions: What is the best way to live? What is the relationship of the individual to the political community? What is justice, and how important is virtue in perfecting the individual? What does justice require for women? What is friendship? Readings include *Apology and the Republic*, as well as Aristotle's *Politics, Ethics, and Rhetoric*.

241b. Modern Political Philosophy. Spring 2001. Mr. FRANCO.

A survey of modern political philosophy from Machiavelli to Hegel. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, and Hegel.

242b. Political Theory and Law. Fall 2001. Mr. BEITZ.

Explores some questions at the intersection of political theory and the law. Topics may include abortion, physician-assisted suicide, freedom of speech, privacy, equal treatment and affirmative action, political equality, property rights. Readings are drawn primarily from recent moral and political theory.

Prerequisite: One course in moral philosophy, political theory, or constitutional law, or permission of the instructor.

243b. International Political Theory. Fall 2000. Mr. BEITZ.

An introduction to thinking about morality in foreign affairs, the course considers such questions as: Is there such a thing as international justice? If so, what does it mean? Do we have obligations to people in other countries? What is a just war? Is intervention always wrong? What are human rights and why (if at all) should we care about them? Readings chosen from recent and contemporary works in political and moral philosophy.

244b. Liberalism and Its Critics. Spring 2002. Mr. FRANCO.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the nineteenth century. Authors include Burke, Tocqueville, Mill, Marx, Nietzsche.

245b. Contemporary Political Philosophy. Spring 2001. MR. FRANCO.

A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

Prerequisite: One course in political philosophy, or permission of the instructor.

246b. Religion and Politics. Fall 2001. MR. FRANCO.

An examination of the relationship between religion and politics—the so-called theologico-political question—primarily in the modern world. After briefly examining the classical and medieval background, the course focuses on the tension between and eventual separation of church and state in the early modern period (roughly from the sixteenth to the eighteenth centuries). The course concludes with a consideration of the aftermath of this historic separation of church and state, looking at recent Supreme Court cases, as well as contemporary discussion of the relationship between religion and politics. Authors include Machiavelli, Luther, Calvin, Hobbes, Spinoza, Locke, Rousseau, Jefferson, Madison, and Tocqueville. (Same as **Religion 246**.)

Prerequisite: One course in political philosophy, or permission of the instructor.

250b. American Political Thought. Fall 2000. MS. YARBROUGH.

Examines the political thought of American statesmen and writers from the Founding to the twentieth century. Readings include the *Federalist Papers*, the writings of Thomas Jefferson, the Anti-federalists, Tocqueville, Thoreau, Calhoun, Lincoln, Frederick Douglass, W. E. B. Du Bois, Booker T. Washington, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and others.

255b. Approaches to Political Science: Quantitative Analysis in Political Science. Fall 2000. MR. HETHERINGTON.

Examines the use of quantitative methods to study political phenomena. Discusses the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. Introduces what these methods are and how they might be useful in political research, and applies these methods, with particular emphasis on the use of survey data. Using quantitative methods, employs statistical computing software as a research tool. This course might be useful to those who are considering a Senior Honors Project.

260b. International Law. Fall 2000. MR. SPRINGER.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

[261b. International Organization.]**263b. International Environmental Policy.** Spring 2002. MR. SPRINGER.

An examination of the political, legal, and institutional dimensions of international efforts to protect the environment. Problems to be discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as **Environmental Studies 263**.)

264b,d. Women and Politics in East Asia. Spring 2001. MS. NUMATA.

Covers three Confucian countries—Korea, Japan, and Taiwan—and examines their similarities and differences in women's struggle. Topics include the history of the women's movement, women's political participation, and women's representation in legislatures. Also

examines what makes it difficult for women to run and win in elections in these countries and whether women representatives are elected because of their symbolic or substantive representation. (Same as **Asian Studies 264.**)

265b. International Political Economy. Spring 2002. MR. LAURENCE.

Examines the politics underlying international economic relationships. Asks why and how it is that countries are sometimes able and sometimes unable to realize the benefits of trade. Looks at the political consequences of international trade and global finance at both the national and international level. Examines conflicts and cooperation in international economic relations and the effects of globalization on social structures, on inequality, and on national sovereignty. No previous experience in economics needed.

[269b,d. Development and Democracy in East Asia.]

270b. American Foreign Policy: Its Formulation and the Forces Determining Its Direction. Spring 2001. MR. SPRINGER.

The major theories concerning the sources and conduct of American foreign policy since World War II. Emphasizes the interrelationship of political, social, and economic forces that shape U. S. diplomacy.

284b,d. Arab-Israeli Conflict. Fall 2000. MR. LIEBERFELD.

Examines issues at stake in the conflict, relations between antagonists, and current dilemmas facing Israeli and Palestinian society. Highlights the development of Zionist, Arab, and Islamic national movements and the struggle for self-determination in the context of imperialism; attempts of superpowers and European states to manipulate and settle the conflict; the impact of domestic politics, public opinion, and religious and ethnic cleavages on disputants' conflict decision-making.

287b,d. Nationalism and Ethnic Conflict in World Politics. Spring 2001. MR. LIEBERFELD.

Examines why groups organize politically on the basis of a belief in a common nationhood, how ethnic conflicts develop, and approaches to managing and resolving such conflicts. Students have the opportunity to analyze a particular conflict or national movement in depth. Addresses the resurgence of nationalism and ethnic conflict after the Cold War, and why most of the world's wars now involve groups with competing national claims. First-year students require permission of the instructor.

291b–294b. Intermediate Independent Study. THE DEPARTMENT.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not offered for first-year students.

302b. Advanced Seminar in National Security Law and Policy. Fall 2000. MR. WILEY.

Defines “national security”—defense or military, economic, technological, environmental, weapons proliferation, and immigration control. Examines law of shared—and separation of—powers, the domestic effect of international law, war (declared or general, undeclared or limited, and covert), internal security (emergency powers and FBI and CIA intelligence agency activities), access to information (Freedom of Information Act and restraints on publication), international economic activity controls, and technology transfer restrictions. Considers roles of state and local government law and regulation.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Spring 2001. Ms. MARTIN.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. The relationship between the executive branch and Congress in the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy is explored.

306b. Controversies in Political Behavior. Spring 2001. Mr. HETHERINGTON.

Takes an in-depth look at some of the scholarship and controversies regarding ordinary Americans and their relationship with politics. Begins by examining and analyzing the theoretical foundation that underlies the study of mass political behavior, focusing mainly on the United States. Topics include voting, participation, attitudes about the political system, and how much people know about politics. In addition to working with the literature, students learn, and apply in their own studies, the techniques and methodologies that political behavioralists use to study political phenomena.

320b. Politics and Anti-Politics in East Central Europe. Spring 2002. Ms. WEIGLE.

Senior seminar on political and social development in East Central Europe from 1918, the birth of independent statehood, to the present, after the states broke free of communist rule to rebuild themselves on the foundations of national culture. Novels and films complement political science literature and primary source documents. First-year students require permission of the instructor.

329b. Human Rights and the New World Order. Spring 2001. Mr. WEILER.

Explores the growing international movement for human rights. Begins with an examination of the 1948 United Nation's Universal Declaration on Human Rights and examines Cold War debates about the meaning of human rights. Then explores more recent attempts to expand definitions of human rights to include concerns about women and children. Also debates the questions of whether human rights are universal and transcendent or culturally and historically specific. Undertakes this exploration from a variety of perspectives, including feminist and non-Western ones. Asks to what extent forces of globalization, including the spread of Internet technology, the growth of non-governmental organizations, and the growing significance of transnational corporations—what some have called “international civil society”—facilitate or hinder the spread of human rights.

[330b. Comparative Civil Societies.]

332b,d. Advanced Seminar in Japanese Politics. Spring 2001. Ms. NUMATA.

Analyzes the political, social, and cultural underpinnings of policymaking in post-war Japan. Explores the differences between Japanese and western forms of democracy, and asks if there is a unique “Japanese” form of democratic capitalism. Questions include: What features of the Japanese system enabled the country to achieve stunning economic growth while maintaining very high levels of income equality and social welfare, and low unemployment? And how sustainable will the system be in the future? (Same as **Asian Studies 332.**)

Prerequisite: **Asian Studies 282** or **Government 232.**

[336b,d. Foreign Policy in East Asia.]

[341b. Advanced Seminar in Political Theory: Tocqueville.]

343b. Social Justice. Fall 2001. Mr. BEITZ.

Examines the concept of social justice and its application to public issues such as freedom of speech, democratic participation, gender, and the distribution of income and wealth. Readings include selections from important texts in the history of political theory by writers such as Hobbes, Locke, and Rousseau; and writings by contemporary political philosophers including John Rawls and his critics.

[345b. Advanced Seminar: The Political Philosophy of German Idealism: Kant to Hegel.]

346b. Nietzsche. Spring 2002. MR. FRANCO.

An examination of the broad range of Nietzsche's thought with a special view to its moral and political implications. Readings include Nietzsche's major works, including *Thus Spoke Zarathustra*. May also consider various twentieth-century interpretations and appropriations of Nietzsche's philosophy.

347b. The Idea of Progress in American Political Thought. Spring 2001. MS. YARBROUGH.

A decade ago, when liberalism became the despised "L-word," political theorists and practical politicians sought to keep its principles alive by reviving the earlier term "Progressive." Who were the Progressives? What did they stand for? What distinguished their understanding of progress from the earlier Enlightenment view? How did historicism and evolution, the two most powerful intellectual movements of the late nineteenth century, affect their understanding of human nature, politics, and law? And what is their enduring contribution to American political life as we enter the twenty-first century? Readings range from Progressive-era philosophers and statesmen to contemporary legal and political theorists.

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 2001. MR. POTHOLM.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2001. MR. SPRINGER.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the ES senior seminar requirement. (Same as **Environmental Studies 363.**)

Prerequisite: **Government 260, 261, or 263**, or permission of the instructor.

365b. Mediation and International Conflict Settlement. Fall 2000. MR. LIEBERFELD.

Analyzes mediation as a means of settling international conflicts. Attention also given to facilitation, arbitration, and other third-party roles. Links theory and practice through analysis of case studies, such as the U.S. role in the Camp David agreement between Egypt and Israel, as well as through role-play and simulation exercises.

370b. Advanced Seminar in Public Policy and Administration: Fiscal Administration. Spring 2001. MR. CHABOTAR.

An examination of how financial issues and decisions influence policy and organization in government and nonprofit organizations. Specific topics include: financial reporting and analysis, revenue planning and budgeting, organizational redesign and retrenchment, financial accounting, politics of the budgetary process, and uses of fiscal information by the bureaucracy and general public. Course concepts will be applied to specific case studies and "The Game," a team-based analysis of a selected organization or public policy with recommendations for policy and program changes.

Prerequisite: **Government 215**, or permission of the instructor.

401b–404b. Advanced Independent Study and Honors. THE DEPARTMENT.

History

Professors

Daniel Levine

Paul L. Nyhus,

*Chair (fall semester)***

Kidder Smith**

Randolph Stakeman,

*Chair (spring semester)**

Allen Wells†

Associate Professors

Sarah F. McMahon*

Susan L. Tananbaum†

Adjunct Associate Professor

Seth Wigderson

Assistant Professors

Paul Friedland

K. Page Herrlinger

Patrick J. Rael

Mridu Rai

Joint Appointment with

Asian Studies

Assistant Professor

Thomas Conlan

Visiting Assistant Professors

Seth W. Garfield

David J. Silbey

Visiting Instructors

Stanley E. Blake

Brett Shadle

Requirements for the Major in History

The departmental offerings are divided into the following fields: Europe (may be separated into two fields: Europe to 1715 and Europe since 1500), Great Britain, the United States, Africa, East Asia, South Asia, and Latin America. Students may, with departmental approval, define fields that differ from those specified above.

Classes of 2003 and 2004 should contact the department about possible changes in major requirements. For the Classes of 2001 and 2002, the major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which four or more courses are taken. One of the courses must be a 300-level seminar or an independent study at the 400 level.
2. Two supplemental fields, in each of which two courses are taken. At least one field (either primary or supplemental) must be in East Asia, South Asia, Africa, or Latin America.
3. Two cognate courses, related in either subject or method to the primary field of concentration, taken in departments outside of history.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level. All courses listed in the history curriculum count toward the major.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the department a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Students interested in the **East Asian Concentration** should consult the faculty in East Asian history.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major.

Curriculum

Although first-year seminars and 100-level courses are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered **200–289**.

Intermediate seminars, listed beginning on page 163, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 165, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 129–36.

10c. History on Film. Fall 2001. MR. NYHUS.

12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2002. MS. MCMAHON.

19c. War and Society. Fall 2000. MR. RAEL.

20c,d. Contemporary Argentina. Fall 2001. MR. WELLS.

23c. Great Explorers of the Modern Era. Fall 2000. MR. SILBEY.

26c,d. Gandhi: Saint or Politician? Spring 2002. MS. RAI.
(Same as Asian Studies 26.)

28c,d. Seekers' Lives. Spring 2002. MR. SMITH.
(Same as Asian Studies 28.)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **209, 212, 217, 226, 235, 247, 251, 253, 257, 263, 269, 281**, and **289**, and advanced problems courses, see pages 163–66.

105c. Medieval Spain. Every other year. Fall 2001. MR. NYHUS.

A survey of medieval Spain serving as an introduction to medieval studies. Reviews the many cultures—Visigothic, Islamic, Jewish, and Christian—that flourished in medieval Spain and the relations among these cultures.

139c. Civil War and Reconstruction. Fall 2000. MR. RAEL.

Examines the United States in the era of the Civil War, from roughly 1830 to 1880. Explores America before the war, and the deep changes wrought through the course of the war and its resolution. Questions the degree to which the Civil War may be considered the central event in the modernization of America. Focuses on political, economic, legal, social, and military developments. (Same as *Africana Studies 139*.)

162c,d. The Black Atlantic World. Spring 2001. MR. STAKEMAN.

During the four centuries of the Atlantic slave trade, some fifteen to twenty million Africans were landed in the New World. From these Africans grew large black populations and African American cultures that continue to this day. Topics include New World cultural adaptation in religion (Voudon, Santeria, Afro Christianity) and music (spirituals, blues, jazz, reggae, and hip hop); political ideas and movements (back to Africa, pan Africanism, anti-colonialism, and black power); and literature (Harlem Renaissance/New Negro, negritude, 1960s Black Renaissance, post-colonial black world literature). (Same as *Africana Studies 102*.)

[180c,d. Living in the Sixteenth Century.]**181c,d. The Wars of the Samurai.** Fall 2000. MR. CONLAN.

What was battle like? How can we comprehend the nature of warfare in the distant past? Uses documents, chronicles, arms and armor, movies, picture scrolls, and skeletal remains (!) in our attempt to reconstruct warrior behavior and the nature of battle in Japan from the tenth through eighteenth centuries. (Same as *Asian Studies 181*.)

184c,d. An Introduction to China. Fall 2000. MR. SMITH.

Introduces selected topics from China's long history, including ancient philosophy, contemporary political developments, art, and poetry. (Same as *Asian Studies 184*.)

200c. Territory and Identity in Ancient Greece. Fall 2000. MS. POLINSKAYA.

Examines the interrelationships between the development of distinct socio-territorial entities in the Greek world and the concomitant process of the growth of local religious systems, which both reflect and shape local civic identities. Explores the interplay of ethnic, religious, and civic dimensions in the formation of cultural identities. Introduces students to the aspects of polytheistic worship and the development of local mythologies. Students will also investigate the types of sources used to study ancient religion and the methods of interpretation applied to them. Evidence is drawn primarily from examples of Greek mythology, archaeology, and epigraphy. All readings of ancient authors are done in translation. (Same as *Classics 230*.)

[201c. History of Ancient Greece: Bronze Age to the Death of Alexander.]**202c. Ancient Rome.** Spring 2001. MS. POLINSKAYA.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. The course introduces different types of sources—literary, epigraphical, archaeological, etc.—and students learn how to use them as historical documents. (Same as *Classics 212*.)

205c. Italy during the Renaissance. Spring 2002. MR. NYHUS.

A survey of the political, social, and cultural history of Italy, 1300–1500.

206c. Northern Europe during the Renaissance and Early Reformation.

Fall 2000. MR. NYHUS.

A survey of the political and social history of northern Europe, 1450–1530, with special emphasis on the cultural impact of the Renaissance and early Reformation.

[207c. Culture and Society in Sixteenth-Century Europe.]**[213c. Modern France: 1789 to the Present.]****[214c. Europe 1939 to the Present.]****[215c. The Making of Modern Europe, 1815–1918.]****216c. The French Revolution.** Fall 2000. MR. FRIEDLAND.

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. After a brief overview of the old regime, we explore the politics of the Revolution, as well as Revolutionary culture in general (the arts, theater, songs, fashion, the cult of the guillotine, attitudes towards race and gender). Whenever possible, we use the texts and images produced by the Revolutionaries themselves.

[218c. History of Russia, 1825–1953.]**219c. Russia's Twentieth Century: Revolution and Beyond.** Spring 2001. MS. HERRLINGER.

Examines major transformations in Russian society, culture, and politics from the final decades of Imperial Russia through the fall of the Soviet Union in 1991. Among the topics explored through novels, film, diaries, memoirs, and other primary sources are: the rise of the revolutionary movement and the Revolutions of 1905 and 1917; the building of socialism under the Bolsheviks; the rise and demise of the “Soviet system” from Stalin to Brezhnev; and the period of “glasnost” and “perestroika” under Gorbachev.

[220c. Judaism, Christianity, and Antisemitism.]**221c. History of England, 1485–1688.** Fall 2001. MS. TANANBAUM.

A survey of the political, cultural, religious, social, and economic history of early modern England from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics for consideration include the Tudor and Stuart monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

223c. History of England, 1837 to the 1990s. Fall 2000. MR. SILBEY.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

224c,d. The Modern Middle East: The Arab-Israeli Conflict. Spring 2002. MS. TANANBAUM.

A historical overview of the Middle East during the nineteenth and twentieth centuries, with particular emphasis on the Arab-Israeli conflict. The course focuses on the disintegration of the Ottoman Empire, the role of Islam, British rule in the region, Palestine, Jewish and Arab nationalism, and the *intifada*, and ends with a discussion of peace initiatives.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 2001. MS. PEARLMAN.

The evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—are considered as determinants of city form. Topics include the shaping of capital cities, housing, parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **Environmental Studies 227.**)

229c. The Growth of the Welfare State in Britain and America: 1834 to the Present. Spring 2001. MR. LEVINE.

A study in the comparative history of the ideology and institutions of the welfare state in two countries that are similar in some ways but quite different in others. Readings in the laws, legislative debates, ideological statements, and economic and sociological analyses.

230c. Interpretations of American History. Spring 2002. MR. LEVINE.

Considers four or five topics from the American Revolution to the present, as related to social change, including the American Revolution, slavery, Jacksonian democracy, the cold war, and the philosophy of history. Students read different works on the same subject and discuss how and why historians come to different conclusions about the same subject. Many history majors have found this course crucial because of its emphasis on critical reading and because it deals explicitly with the philosophy of history and historiography. Non-majors may find the course useful as a review survey of American history and for practice in reading analytically and writing critical essays. *Students should not buy books before the first class, since not all students will read each book.*

231c. Social History of Colonial America, 1607–1763. Spring 2002.

MS. McMAHON.

A study of the founding and growth of the British colonies in North America. Explores the problems of creating a new society in a strange environment; the effects of various goals and expectations on the development of the thirteen colonies; the gradual transformation of European, Native American, and African cultures; and the later problems of colonial maturity and stability as the emerging American society outgrew the British imperial system.

232c. Lesbian History and Social Thought in the Twentieth-Century United States. Spring 2001. MS. PLASTAS.

An examination of the historical development of modern and post-modern lesbian identities, cultures, and resistance politics, grounded in the history of gender and sexuality. Studies, among other things, the influence of scientific discourse, urbanization, consumer culture, and women's rights on the formation of lesbian identities and communities. Explores contemporary debates within lesbian/queer theory. Students are required to attend evening films and lectures.

(Same as **Women's Studies 260.**)

233c. American Society in the New Nation. Fall 2002. MS. McMAHON.

A social history of the United States from the Revolutionary era through the age of Jackson. Topics include the social, economic, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the shape of the new republic; the emergence of an American identity; and the diverging histories of the North, South, and West in the early nineteenth century.

234c. American Workers: Struggle and Accommodation. Fall 2000. MR. WIGDERSON.

A study of the evolution of American workers and their struggles from the antebellum years to the recent past, focusing on the twentieth century. Begins with the formation of the wage-earning class, and follows it as a never-finished and unstable process. Using a series of case studies, examines the gender, racial, and ethnic composition of working people in both periods of upheaval and quiet. Workers are considered as the agents of their own destiny, continuously engaged in both confronting and acquiescing to employers' power. Readings include primary selections and recent monographs.

236c,d. The History of African Americans, 1619–1865. Spring 2001.

MR. RAE.

Explores the history of African Americans in the nation through the Civil War. Focuses on issues of African American acculturation and identity formation, the contributions of African Americans to American culture, and the influence of American society and institutions on the experiences of black people. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as *Africana Studies 236*.)

237c,d. The History of African Americans from 1865 to the Present. Fall 2001. MR. RAE.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as *Africana Studies 237*.)

[238c. United States History in the Nineteenth Century.]**[240c. The United States since 1945.]****243c. The Civil Rights Movement.** Fall 2000. MR. LEVINE.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as *Africana Studies 241*.)

[244c. City, Anti-City, and Utopia: The Urban Tradition in America.]**245c,d. African American Women and Social Transformation in the Twentieth Century.** Spring 2001. MS. PLASTAS.

Examines the political, social, and intellectual traditions of African American women from the turn of the century through the civil rights and second wave women's movement. Focuses on the club movement, suffrage, anti-lynching campaigns, internationalism, and educational reform. Explores how the matrix of gender, race, and class influenced the form of political activism. Readings include the works of Anna Julia Cooper, Addie Hunton, Mary Church Terrell, Ida B. Wells, Amy Jacques Garvey, Toni Cade Bambara, Angela Davis, and others. (Same as *Africana Studies 216* and *Women's Studies 216*.)

246c. Women in American History, 1600–1900. Spring 2001. MS. MCMAHON.

A social history of American women from the colonial period through the nineteenth century. Examines the changing roles and circumstances of women in both public and private spheres, focusing on family responsibilities, paid and unpaid work, education, ideals of womanhood, women's rights, and feminism. Class, ethnic, religious, and racial differences—as well as common experiences—are explored.

248c. Family and Community in American History. Fall 2001. Ms. McMAHON.

Examines the American family as a functioning social and economic unit within the community from the colonial period to the present. Topics include gender relationships; the purpose of marriage; philosophies of child-rearing; demographic changes in family structure; organization of work and leisure time; relationships between nuclear families and both kinship and neighborhood networks; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life.

249c. Social History of Women in the United States, 1865 to the Present. Fall 2000. Ms. PLASTAS.

Using a multicultural framework, this course serves as both a history of women and a history of gender in the United States since 1865. Through reading diaries, memoirs, secondary, and literary texts, we examine how key moments of historical change—industrialization, modernization, urbanization—influenced women's lives and how women influenced those moments. We look at women's changing experiences within the institutions of home, work, religion, politics, and culture. A central theme throughout the class is the production of identity and the historicizing of difference. (Same as **Women's Studies 255.**)

252c,d. Colonial Latin America. Fall 2000. MR. GARFIELD.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil.

255c,d. Modern Latin America. Spring 2001. THE DEPARTMENT.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements.

256c,d. Other Indias: The Nation and Its Discontents. Spring 2001. Ms. RAI.

Examines how the Indian nation has been constructed and contested in the late colonial and post-colonial periods. The emphasis on the emancipatory quality of a unitary Indian nationalism obscures not only other contending visions, but also powerful critiques of the very idea of the nation. Unsettles the privileging of mainstream nationalism by turning the spotlight on its discontents. Examines how the inability of the Indian nation-state to accommodate these alternative voices has resulted in numerous, often violent, popular "mutinies" against it. Surveys a rich body of writing by mainstream secular nationalists as well as their critics among Hindu and Muslim religious nationalists, women, peasants, outcastes, "tribal" groups, and regional dissidents to cull the other imaginings of India. (Same as **Asian Studies 256.**)

258c,d. History of Modern South Asia, 1757–1947. Fall 2000. Ms. RAI.

After a brief survey of South Asia's pre-colonial history, the course concentrates on the two centuries of British colonial rule in India from the mid-eighteenth century to 1947. Themes include the establishment of British dominion, the Indian role in the consolidation of British

power, British colonial policy and the transformation of Indian tradition, nationalism before and after Gandhi, and the independence/partition of India in 1947. Concludes with an overview of recent developments in present-day South Asia. (Same as **Asian Studies 258.**)

259c,d. History of Muslim Communities in South Asia. Fall 2001. Ms. RAI.

Examines central themes in the history of Islam in the Indian subcontinent to contextualize Muslim identity and the politics of coexistence with other religious communities. Beginning with the Arab conquest of Sindh in 712 A.D. and ending with the subcontinent's partition in 1947, themes examined include: notions of conquest, conversion, and Islamization; cultural syntheses and social accommodations/conflicts under "Muslim Rule"; Muslim self-perceptions after the loss of sovereignty; revival and reform movements under colonialism; colonial and nationalist constructions of the Muslim "Other"; and an assessment of Muslim politics in the nineteenth and twentieth centuries in light of India's partition along ostensibly religious lines. (Same as **Asian Studies 259.**)

260c,d. Post-Colonial South Asia, 1947 to the Present. Spring 2002. Ms. RAI.

Studies the modern nation-states of India, Pakistan, and Bangladesh in a comparative framework. Following a survey of late colonial India, the course concentrates on the interplay of domestic, regional, and international factors in post-independence South Asia. Explores whether democracy and authoritarianism are satisfactory concepts in differentiating India from Pakistan and Bangladesh. Examines whether the differences in religious orientation between "secular" India and "Islamic" Pakistan and Bangladesh override commonalities of region, language, culture, and history in South Asia. Traces the lasting imprint left by colonialism on the politics of post-colonial South Asia. (Same as **Asian Studies 260.**)

264c,d. Islamic Societies in Africa. Spring 2002. MR. STAKEMAN.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264** and **Women's Studies 264.**)

[265c,d. The Political Economy of Southern Africa.]

266c,d. African History to 1850. Fall 2000. MR. SHADLE.

An examination of broad themes in sub-Saharan Africa from several centuries B.C.E. to about 1850. Topics include pastoral and agricultural societies and the mastery of iron technology; the expansion of "Bantu" speakers from west to central, east and south Africa; the emergence of medieval states and regional and inter-continental trading systems; European coastal trade and the rise of the slave trade; the impact of the slave trade on African societies; and the question of the "underdevelopment" of Africa. (Same as **Africana Studies 266.**)

267c,d. Africa Since 1850. Spring 2001. MR. SHADLE.

An examination of the most important events of the past 150 years that have shaped today's Africa. Topics include the east African slave trade and the end of slavery in Africa, Islamic jihads and states, European conquest and forms of African resistance and collaboration, the nature of colonial rule, the emergence of cash cropping and (forced) migrant labor, African nationalism and "flag" independence, the rise and fall of Apartheid, and the political troubles of post-independence Africa. (Same as **Africana Studies 267.**)

270c,d. Chinese Thought in the Classical Period. Spring 2004. MR. SMITH.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **Asian Studies 270.**)

271c,d. The Material Culture of Ancient China. Fall 2003. MR. SMITH.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as *Asian Studies 271*.)

273c,d. Medieval China. Spring 2003. MR. SMITH.

Studies the multiple cultures of Tang China (A.D. 609–916), asking: What are the values of this cosmopolitan, multi-ethnic empire? What is original Buddhism, and how is it related to the Chinese development of Chan (Zen)? How do we comprehend the varieties of Tang cultural expression? (Same as *Asian Studies 273*.)

274c,d. Chinese Society in the Ch'ing. Spring 2005. MR. SMITH.

An introduction to premodern China, focusing on the first half of the Ch'ing dynasty (1644–1911). Discussion of government, family, poetry, and ideology. Culminates in a day-long simulation of elite society in the eighteenth century. (Same as *Asian Studies 274*.)

275c,d. Modern China. Fall 2001. MR. SMITH.

An introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as *Asian Studies 275*.)

276c,d. A History of Tibet. Fall 2002. MR. SMITH.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as *Asian Studies 276*.)

278c,d. The Foundations of Tokugawa Japan. Spring 2002. MR. SMITH.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as *Asian Studies 278*.)

283c,d. The Origins of Japanese Culture and Civilization. Fall 2000. MR. CONLAN.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how “Japan” came into existence, and to chart how patterns of Japanese civilization shifted through time. We try to reconstruct the tenor of life through translations of primary sources, and gain a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as *Asian Studies 283*.)

284c,d. The Emergence of Modern Japan. Spring 2001. MR. CONLAN.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being “civilized” in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the post-war recovery. (Same as *Asian Studies 284*.)

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the

instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

209c. Slavery and Serfdom in Medieval-Early Modern Europe. Spring 2002. MR. NYHUS.

Seminar. Reading and analysis of recent studies of slavery and serfdom. Topics include the changing structures of domination and the legal, social, and economic meanings of freedom.

Prerequisite: Previous course in history.

[210c. Modernity and Its Critics.]

212c. The Eighteenth Century and the Birth of Modern Thought. Spring 2001. MR. FRIEDLAND.

Seminar. At the beginning of the eighteenth century in Europe, criminals were tortured in public, witches were still being prosecuted, and Jews and other pariahs were marked with special badges. By mid-century, these practices were under attack by a cultural and intellectual revolution known as "The Enlightenment." Through reading circles, coffee houses, and salons where philosophers gathered to discuss the latest ideas, a new system of rationality spread throughout Europe (and, eventually, much of the world). This course explores this radical shift in thought and culture that destroyed the old way of thinking and ushered in an "age of reason" that has dominated Western thought to the present day.

217c. The German Experience, 1918–1945. Fall 2000. MS. HERRLINGER.

Seminar. An in-depth inquiry into the troubled course of German history during the Weimar and Nazi periods. Among the topics to be explored are the impact of the Great War on culture and society in the 1920s; the rise of National Socialism; the role of race, class, and gender in the transformation of everyday life under Hitler; forms of persecution, collaboration, and resistance during the Third Reich; Nazi war aims and the experience of war on the front and at "home," including the Holocaust.

226c. Nature and Culture in the American Landscape. Spring 2001. MS. PEARLMAN.

Seminar. Focuses on Americans' changing conceptions of nature as they transformed a rural nation into an industrial and largely urban nation. Topics include the agrarian myth in American history, the opening and building of the American West, and the impact of new technologies and modes of transportation on the landscape. Authors and artists include Thomas Jefferson, Ralph Waldo Emerson, Frederick Law Olmsted, Frederick Jackson Turner, Leo Marx, J. B. Jackson, and William Cronon. Students write a semester-long research paper. (Same as **Environmental Studies 393**.)

247c. Maine: A Community and Environmental History. Spring 2002. MS. McMAHON.

Seminar. Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **Environmental Studies 247**.)

Prerequisite: Previous course in history and **Environmental Studies 101**, or permission of the instructor.

251c. Writing the Nineteenth Century. Fall 2001. MR. RAEL.

Seminar. Opportunity to hone advanced writing skills through the study of history. Begins with close readings of historical arguments regarding a variety of topics in the history of the United States in the nineteenth century, including: party systems, the market revolution, class

and racial formation, gender, Indian removal, slavery, Civil War, the Reconstruction, corporatism, the labor movement, and modernism. Explores the nature of historical arguments with an eye towards our own writing. The course culminates in a single, rigorous 8–10 page essay developed from primary sources, and resulting from a series of peer-reviewed exercises.

253c,d. Dictatorship, “Dirty War,” and Democracy in Latin America. Fall 2000. MR. GARFIELD.

Seminar. Explores the breakdown of democratic governments in Latin America in the 1960s and 1970s, and the emergence of bureaucratic authoritarian regimes committed to restructuring the economy, demobilizing politics, and crushing internal dissent. Discusses various forms of resistance, including guerilla warfare, and the use of torture, disappearances, and other “counterinsurgency” methods by United States-trained military officials. Analyzes social movements and the transition to democratic rule, and efforts to attain political reconciliation and justice.

Prerequisite: Two previous history courses.

257c,d. Making Colonial Subjects: Law, Race, and Gender in British India. Fall 2000. Ms. RAI.

Seminar. Investigates how British colonialism established itself in India not merely through the force of superior arms, but also through cultural technologies of rule. Explores how the law was used to codify Indians to render them available for colonization. Also examines how both the colonizers and colonial subjects were constructed along hierarchical lines of race and a gendered difference for the purposes of imperial control. In the process, we ask how Britain’s perceptions of the “rule of law,” race, and gender not only influenced its treatment of Indian society, but affected its own as well. (Same as *Asian Studies 257*.)

263c,d. A History of Christianity in Africa. Fall 2000. MR. SHADLE.

Seminar. While for many Westerners Africa represents a land of pagan or animistic religious practices, Christianity has for hundreds of years played a major role in African history. Investigates the meaning of Christianity in African history. Topics include the impetus behind conversion, the economic and political meanings of Christianity, African independent churches, and debates over the cultural implications of Christianity. (Same as *Africana Studies 263*.)

269c,d. Colonial Rule in Africa. Spring 2001. MR. SHADLE.

Seminar. How did a handful of Europeans rule millions of Africans? Europeans told themselves it was because of their racial or technological superiority. Later scholars said it was because of the traitorous acts of a few Africans who collaborated with the foreigners. Others look at African resistance and ask, to what extent did Europeans really rule Africa? Looks at the ideology of colonialism, African collaboration and resistance, and the nuts and bolts of colonial states to understand the process of colonialism in Africa. (Same as *Africana Studies 269*.)

281c. The Courtly Society of Heian Japan. Spring 2001. MR. CONLAN.

Seminar. Japan’s courtly culture spawned some of the greatest cultural achievements the world has ever known. Based on the *Tale of Genji*, a tenth-century novel of romance and intrigue, we attempt to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance and most base violence existed in tandem. (Same as *Asian Studies 281*.)

[285c. Warring States.]

289c. The Thirties. Fall 2001. MR. LEVINE.

Seminar. Examines the Depression, the New Deal, American Communism, the formative years of the “New York Intellectuals,” and the transformations in the American labor movement. A major research paper is required.

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical “problems.” Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

*Problems in Early European History***300c. Visual Images and Social Conflict in the Sixteenth Century.** Fall 2000. MR. NYHUS.

A research seminar that analyzes painting and more popular art, such as woodcuts, as interpretations of social conflicts in the sixteenth century.

*Problems in Modern European History***311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia.** Spring 2002. MS. HERRLINGER.

Compares and contrasts the nature of society and culture under two of this century’s most “totalitarian” regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russian is strongly recommended, and students may focus their research project on either country, or a comparison of both.

314c. The History of Crime and Punishment in Modern Europe. Spring 2001. MR. FRIEDLAND.

From the spectacles of torture and execution in old regime Europe to modern “correctional facilities,” this course explores changing definitions of crime and the attempts to eradicate it. Particular attention is paid to revolutionary regimes (Revolutionary France, Revolutionary Russia, Nazi Germany, etc.). Students prepare an original research paper on the related topic of their choosing.

*Problems in British History***[321c. The Victorian Age.]****322c. Race, Gender, and Ethnicity in British and European Society.** Spring 2002. MS. TANANBAUM.

An analysis of cultural traditions in Britain and Europe. Explores the impact of immigration on Britain and the Continent, notions of cultural pluralism, and the changing definitions and implications of gender in Britain and Europe from the late eighteenth century to the present. Students undertake a major research project utilizing primary sources. (Same as **Women’s Studies 322.**)

*Problems in American History***331c. A History of Women's Voices in America.** Fall 2001. Ms. McMAHON.

An examination of women's voices in American history: private letters, journals, and autobiographies; short stories and novels; advice literature; essays and addresses. Research topics focus on the content and form of the writings as they illuminate women's responses to their historical situation.

332c. Community in America, 1600–1900. Spring 2001. Ms. McMAHON.

Explores the ideals of community in American history, focusing on change, continuity, and diversity in the social, economic, and cultural realities of community experience. Examines the formation of new communities on a "frontier" that moved westward from the Atlantic to the Pacific; the changing face of community that accompanied modernization, urbanization, and suburbanization; and the attempts to create alternative communities either separate from or contained within established communities.

[333c. Research in Twentieth-Century African-American History.]**334c. The Progressive Movement.** Fall 2000. Mr. LEVINE.

Around the turn of the last century, between 1890 and 1920, most of the issues in the United States in the twentieth-century either emerged or re-emerged: corporate mergers, anti-trust legislation, urbanization and its problems, welfare in an industrial setting, the NAACP (founded in 1909), women's rights, labor unions and violent class conflict, the United States as a participant in international politics. Readings, book reports, and a research paper of the student's own design.

[336c,d. Research in Nineteenth-Century United States History.]*Problems in Latin American History***351c,d. The Mexican Revolution.** Spring 2002. Mr. WELLS.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, U.S.-Mexican relations; immigration and other border issues.

*Problems in Asian History***370c,d. Problems in Chinese History.** Every fall. Mr. SMITH.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **Asian Studies 370.**)

291c–294c. Intermediate Independent Study. THE DEPARTMENT.**401c–404c. Advanced Independent Study.** THE DEPARTMENT.**451c, 452c. Honors Seminar.** Every year. THE DEPARTMENT.

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has seven interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art 101, 212, 222**, and one of **Art 302** through **388**; **Archaeology 101, 102**, and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388**.
3. One of the following: **Classics 101, 211, 212**, or **291** (Independent Study in Ancient History); **Philosophy 111**; or an appropriate course in religion at the 200 level.
4. Either **Art 401** or **Archaeology 401**.

Art History and Visual Arts

Requirements

1. **Art 101**.
2. Art History: One non-Eurocentric course numbered 110 or higher; four additional courses numbered 200 or higher; and one 300-level seminar.
3. Visual Arts: **Art 150, 160**, and either **250** or **260**; and three additional courses in visual arts, at least one of which must be numbered 270 or higher.

Chemical Physics

Requirements

1. **Chemistry 109, 251**; **Mathematics 161, 171**, and **181** or **223**; **Physics 103, 104** and **300**.
2. Either **Chemistry 252** or **Physics 310**.
3. Three courses from **Chemistry 252, 254, 332, 335, 340, 350, 401, 402**; **Physics 223, 229, 310, 320, 350, 451, 452**. At least two of these must be below the 400 level. Other possible electives may be available; interested students should check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 101** and **210**.
 2. **Mathematics 181** and either **200** or **228**.
 3. **Computer Science 231** and **289**. (Same as **Mathematics 231** and **289**.)
 4. Two additional Computer Science courses from: **250**, any 300-level, and **401**.
 5. Three additional Mathematics courses from: **224, 225, 244, 249, 262, 264, 288**, and **401**.
- Independent study (**291**) may be applied to the major upon approval of the appropriate department.

Geology and Chemistry*Requirements*

1. **Chemistry 109** and four courses from the following: **Chemistry 210, 225, 226, 240, 251**, and approved advanced courses.
2. **Geology 101, 200, 202, and 262**.
3. Two courses from the following: **Geology 220, 260, 275, and 278**.
4. **Physics 103 and Mathematics 161 and 171**.

There are many different accents a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics*Requirements*

1. **Chemistry 109; Geology 101, 200, 202, 241; Mathematics 161, 171; Physics 103, 104, and 223**.
2. Either **Physics 255 or 300**.
3. Three additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics*Requirements*

1. Six courses in mathematics as follows: **Mathematics 181, 222, 225, 265**; and two of **Mathematics 224, 249, 264, 269, 304**.
2. Either **Computer Science 210 or Mathematics 244 or 255 or 305**.
3. Four courses in economics as follows: **Economics 255, 256, 316**, and one other 300-level course.

Latin American Studies

Administered by the Latin American Studies Committee; John H. Turner, *Chair*

(*See committee list, page 302.*)

Latin American studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and the South American continent. This multidisciplinary approach is complemented by a concentration in a specific discipline. Competence in Spanish (or another appropriate language with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America. Upon their return, students who study away should consider an independent study course to take advantage of their recent educational experience.

Requirements for the Minor in Latin American Studies

The minor consists of at least one course at Bowdoin beyond the intermediate level in Spanish, **History 255** (Modern Latin American History), and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval by the Latin American Studies Committee of a written prospectus of the independent study.

The Latin American studies courses below may also be used to formulate a student-designed major.

Students may choose from the following list of courses to satisfy requirements for the minor in Latin American studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

285c,d. Caribbean Women's Literature. Spring 2001. Ms. SAUNDERS.

(Same as **English 285** and **Women's Studies 285**.)

Art History

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 2002. Ms. WEGNER.

English

285c,d. Caribbean Women's Literature. Spring 2001. Ms. SAUNDERS.

(Same as **Africana Studies 285** and **Women's Studies 285**.)

History

252c,d. Colonial Latin America. Fall 2000. MR. GARFIELD.

255c,d. Modern Latin America. Spring 2001. THE DEPARTMENT.

Sociology and Anthropology

Anthropology 237b,d. Family, Gender, and Sexuality in Latin America. Fall 2000. Ms. VAN FLEET.

Anthropology 238b,d. Culture and Power in the Andes. Fall 2001. Ms. VAN FLEET.

Sociology 225b. Globalization and Social Change. Fall 2002. MR. BANDY.

Spanish

205c. Advanced Spanish. Every fall. THE DEPARTMENT.

207c,d. Latin American Cultures. Spring 2001. MR. YEPES.

239c. Contemporary Trends in Latin American Literature. Fall 2000. MR. FELIU-MOGGI.

[**322c. Spanish American Short Story.**]

351c. Senior Seminar for Spanish Majors. Spring 2001. MR. YEPES.

Open only to Spanish majors.

Women's Studies

237b,d. Family, Gender, and Sexuality in Latin America. Fall 2000. MS. VAN FLEET.
(Same as **Anthropology 237.**)

285c,d. Caribbean Women's Literature. Spring 2001. MS. SAUNDERS.
(Same as **Africana Studies 285** and **English 285.**)

Mathematics

Professors

William H. Barker
Stephen T. Fisk, *Chair*
R. Wells Johnson
James E. Ward

Associate Professors

Adam B. Levy
Rosemary A. Roberts
Assistant Professor
Matthew G. Killough

Visiting Assistant Professor

Joel P. Roberts
*Laboratory Instructor
and Tutor*
Raymond E. Fisher

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262, 263**, or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 222** or **262**) and in analysis (e.g., **Mathematics 223** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 222, 262, and 302**); analysis (**Mathematics 243, 263, and 303**); applied mathematics (**Mathematics 224, 264, and 304**); probability and statistics (**Mathematics 225, 265, and 305**); and geometry (**Mathematics 247 and 287**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course which counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above, at least one of which must be **Mathematics 243, 247**, or any mathematics course numbered 262 or above. For students who major in computer science and who therefore take **Mathematics 228, 231, and 289**, the minor consists of a minimum of three additional courses numbered 200 or above, at least one of which must be **Mathematics 243, 247**, or any mathematics course numbered 262 or above.

Interdisciplinary Majors

The department participates in interdisciplinary programs in mathematics and economics and in computer science and mathematics. See page 167–68.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching: **Computer Science 101, Mathematics 222, 225, 242, 247, 262, 263, 265, 288.**

For graduate study: **Mathematics 222, 223, 243, 262, 263**, and at least one course numbered in the 300s.

For engineering and applied mathematics: **Mathematics 223, 224, 225, 243, 244, 264, 265, 288, 304.**

For mathematical economics and econometrics: **Mathematics 222, 223 or 263, 225, 244, 249, 265, 269, 288, 304, 305**, and **Economics 316.**

For statistics and other interdisciplinary areas: **Mathematics 222, 224, 225, 243, 244, 255, 265, 305.**

For computer science: **Computer Science 220, 231; Mathematics 222, 225, 228, 244, 249, 262, 265, 288, 289.**

For operations research and management science: **Mathematics 222, 225, 249, 265, 269, 288, 305**, and **Economics 316.**

Introductory, Intermediate, and Advanced Courses

60a. Introduction to College Mathematics. Every spring. THE DEPARTMENT.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, in conjunction with **Mathematics 161 or 165**, is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

65a. Statistical Reasoning. Every spring. MRS. ROBERTS.

An introduction to the ideas of statistics. Students learn how to reason statistically and how to interpret and draw conclusions from data. The course is designed for students who want to grasp the nature of statistical information. Open to first-year students and sophomores who want to improve their quantitative skills. It is recommended that students with a background in calculus enroll in **Mathematics 165.**

Prerequisite: Permission of the instructor.

161a. Differential Calculus. Every semester. THE DEPARTMENT.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a. Introduction to Statistics and Data Analysis. Every fall. MRS. ROBERTS.

Students learn to draw conclusions from data using exploratory data analysis and statistical techniques. Examples are drawn primarily from the life sciences. The course includes topics from exploratory data analysis, the planning and design of experiments, and statistical inference for normal measurements. The computer is used extensively. Not open to students who have taken a college-level statistics course (such as **Mathematics 65**, **Psychology 250** or **Economics 257**).

Prerequisite: **Mathematics 161**, or one year of high school calculus, or permission of the instructor.

171a. Integral Calculus. Every semester. THE DEPARTMENT.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161** or equivalent.

172a. Integral Calculus, Advanced Section. Every semester. THE DEPARTMENT.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a. Multivariate Calculus. Every semester. THE DEPARTMENT.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or equivalent.

200a. Introduction to Mathematical Reasoning. Spring 2001. THE DEPARTMENT.

An introduction to logic, reasoning, and proof in an active discovery style. Topics include logic, proof, induction, recursion, modular arithmetic, along with other fundamental concepts of mathematics.

Prerequisite: **Mathematics 161**.

222a. Linear Algebra. Every spring. MR. KILLOUGH.

Topics include vectors, matrices, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, conics, quadric surfaces, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

223a. Vector Calculus. Spring 2002. THE DEPARTMENT.

The basic concepts of multivariate and vector calculus. Topics include continuity; the derivative as best affine approximation; the chain rule; Taylor's theorem and applications to optimization; Lagrange multipliers; linear transformations and Jacobians; multiple integration and change of variables; line and surface integration; gradient, divergence, and curl; conservative vector fields; and integral theorems of Green, Gauss, and Stokes. Applications from economics and the physical sciences are discussed as time permits.

Prerequisite: **Mathematics 181**.

224a. Applied Mathematics: Ordinary Differential Equations. Every fall. MR. KILLOUGH.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. (Computer software is used as an important tool, but no prior programming background is assumed.)

Prerequisite: **Mathematics 181** or permission of the instructor.

225a. Probability. Every fall. MR. ROBERTS.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181**.

228a. Discrete Mathematical Structures. Fall 2000. MR. WARD.

An introduction to logic, reasoning, and the discrete mathematical structures that are important in computer science. Topics include propositional logic, types of proof, induction and recursion, sets, counting, functions, relations, and graphs.

Prerequisite: **Mathematics 161** or permission of the instructor.

231a. Algorithms. Every fall. MR. MAJERCIK.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Computer Science 231**.)

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**, or permission of the instructor.

232a. Cryptography and Coding Theory. Spring 2001. MR. ROBERTS.

A study of the mathematics involved in the efficient transmission and safeguarding of information. Develops the mathematical theory of error-correcting codes and public key cryptography. Both theoretical and practical considerations are examined.

Prerequisite: **Mathematics 228** or **242**, or permission of the instructor.

242a. Number Theory. Every other fall. Fall 2000. MR. JOHNSON.

A standard course in elementary number theory which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

243a. Functions of a Complex Variable. Every other fall. Fall 2001. THE DEPARTMENT.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 171**.

244a. Numerical Methods. Every other fall. Fall 2001. THE DEPARTMENT.

An introduction to the numerical solutions of mathematical problems. Topics include methods for root finding, approximation theory, numerical differentiation and integration, and numerical methods for differential equations.

Prerequisite: **Mathematics 181** or **222**.

247a. Geometry. Every other fall. Fall 2001. THE DEPARTMENT.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension. Not open to students who have taken **Mathematics 226**.

Prerequisite: **Mathematics 181** or permission of the instructor.

249a. Optimization. Every other fall. Fall 2000. MR. LEVY.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181**.

255a. Exploratory Data Techniques. Every other spring. Spring 2002. THE DEPARTMENT.

An introduction to the techniques of exploratory data analysis. Topics include graphical techniques, scientific visualization, discriminant analysis, principal components, canonical correlation, multi-dimensional scaling, classification, data mining, and spatial processes. Student learn how to run and interpret the output from the statistical package Splus.

Prerequisite: **Mathematics 181**.

262a. Introduction to Algebraic Structures. Fall 2001. THE DEPARTMENT.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 222**.

263a. Introduction to Analysis. Every other fall. Fall 2000. MR. BARKER.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 181**.

264a. Applied Mathematics: Partial Differential Equations. Every other spring. Spring 2002. THE DEPARTMENT.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 224** or permission of the instructor.

265a. Statistics. Every spring. MRS. ROBERTS.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225**.

[269a. Seminar in Operations Research and Mathematical Models.]**287a. Advanced Topics in Geometry.** Every other spring. Spring 2002.

THE DEPARTMENT.

A survey of analytic geometry, affine geometry, and non-Euclidean geometry, culminating in a rigorous development of the geometry of space-time in special relativity. The unifying theme is the transformational viewpoint of Klein's Erlangen Program.

Prerequisite: **Mathematics 226** or **247**.

288a. Combinatorics and Graph Theory. Every other spring. Spring 2001.

MR. FISK.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 228** or **262** or **263**, or permission of the instructor.

289a. Theory of Computation. Every spring. MR. GARNICK.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems. (Same as **Computer Science 289**.)

Prerequisite: **Mathematics 200** or **228**, or permission of the instructor.

302a. Advanced Topics in Algebra. Every other spring. Spring 2002.

THE DEPARTMENT.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262**.

303a. Advanced Topics in Analysis. Every other spring. Spring 2001.

MR. BARKER.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesgue general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 263**.

304a. Advanced Topics in Applied Mathematics. Every other spring. Spring 2001. MR.

LEVY.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 224** or **264**.

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 2000. Mrs. ROBERTS.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 265**, or permission of the instructor.

291a–294a. Intermediate Independent Study. THE DEPARTMENT.

401a–404a. Advanced Independent Study and Honors. THE DEPARTMENT.

Music

Professors

Mary Hunter*, *Chair*

Elliott S. Schwartz

Associate Professors

Robert K. Greenlee

James W. McCalla, *Acting Chair*

(*fall semester*)

Visiting Instructor

Sarah Stoycos

Director of the Bowdoin Chorus

Anthony F. Antolini

Director of the Bowdoin Concert Band

John Morneau

Orchestra Conductor

Paul Ross

Requirements for the Major in Music

The music major at Bowdoin is designed to give students a thorough grounding in the materials and practices of the standard Western repertory, as well as introduce them to a variety of vernacular and global traditions. The following requirements represent the normal course of a major. However, with the permission of the department, students can design their own majors, emphasizing particular topics or skills, such as American music, early music, performance, composition, or another subject of interest.

The major consists of twelve credits (ten academic courses and two performance credits): **101** (or exemption), **202, 203, 204, 303, 304**, and at least one course from each of the following categories: American music (**Music 121, 122, 210, 216, 248**), non-Eurocentric music (**111, 211, 214**), composition (**245** or **361**), a 300-level course other than **303** and **304**. One year of private lessons and one year of ensemble participation are also required. Independent studies can be substituted for some of the normal requirements with the permission of the department. The first semester of a two-semester honors thesis may substitute for one of these courses, but the second semester will normally add a course to the total load.

Students interested in majoring in music should take the initial courses (**101, 203, 204**) as early in their college careers as possible, and also consult the Music Department about their direction at their earliest convenience. Students should also know that more details about majoring in music are described in the brochure "Majoring in Music at Bowdoin," available in the department office.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in an ensemble). The five academic courses include two from among **101, 203, 204**; one more course at the 200- or 300-level; and any two other courses.

Introductory, Intermediate, and Advanced Courses

101c. Theory I: Fundamentals of Music Theory. Every year. Fall 2000. MR. McCALLA.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes, and additional laboratory work in ear training and basic keyboard skills. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester.

103c. The Listening Experience. Every other year. Spring 2002. MR. SCHWARTZ.

An introductory survey of music, concentrating on the development of perceptive listening. Using a wide range of examples drawn from diverse cultural traditions and historical periods, we will focus on basic elements—melodic contour, rhythm, tone color—and their combining into textures, forms, stylistic patterns, and expressive symbols. The class also considers social contexts, instruments, the rituals of performance, and the changing influence of technology upon music-making and music perception. Attendance at concerts and other performance venues is an integral component of the course. Previous musical experience or the ability to read music is not necessary, as the course is intended for students at all levels.

111c,d. Rhythm! Every other year. Fall 2000. MR. GREENLEE.

For students with little or no background in rhythm. Hearing, notating, analyzing, and performing rhythms of various traditions across the world—such as the rhythmic polyphony of Ghana, the cyclic talas of Hindustani India, or the rumbas of Cuba—in order to study rhythmic organization, transmission, and performance. Labs will include rhythmic dictation and practice on African and Afro-Caribbean percussion. A placement test is given in the fall to determine an appropriate level of rhythmic study.

121c. History of Jazz I. Every other year. Fall 2000. MR. McCALLA.

A survey of jazz's development from its African-American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, and Benny Goodman—through their later careers. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 121.**)

122c. History of Jazz II. Every other year. Fall 2001. MR. McCALLA.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, Myra Melford, and the Art Ensemble of Chicago. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122.**)

Music 130 through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

143c. The Symphony since Beethoven. Fall 2000. Mr. SCHWARTZ.

A study of the symphony during the nineteenth and twentieth centuries, with special focus on the genre's unique dramatic and structural characteristics with its historical development. Following an introductory study of classical models, symphonies by Schubert, Brahms, Franck, Tchaikovsky, Mahler, Sibelius, Prokofiev, Ives, and Copland are among those discussed. The class travels to Portland for at least one concert or rehearsal of the Portland Symphony Orchestra.

150c. Sexuality and Gender in Opera. Spring 2002. Mr. McCALLA.

"Love" is usually at the core of any opera. Focuses, however, on issues of sexuality and gender in five operas from the late nineteenth and early twentieth centuries: Bizet's *Carmen*, Berg's *Lulu*, Wagner's *Tristan und Isolde*, Britten's *Billy Budd*, and Richard Strauss's *Der Rosenkavalier*. Considers sexual depictions and stereotypes, the operatic convention of women singing young male characters ("pants roles"), heterosexual and same-sex relationships, and so on. (Same as **Women's Studies 150.**)

202c. Musical Practices of the Middle Ages, Renaissance, and Early Baroque. Every other year. Spring 2001. Ms. HUNTER.

A chronological examination of music from Gregorian chant through the High Renaissance and early Baroque repertoires (Palestrina, Monteverdi, et al.). Students both sing and listen to the music and write short compositions modeled on selected examples from the repertory. The historical contexts for this music are also considered.

Prerequisite: **Music 101** or equivalent, may also be taken concurrently.

203c. Tonal Analysis. Every year. Fall 2000. Ms. STOYCOS.

Through a survey of music from Bach to Beethoven, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations. Knowledge of scales and key signatures, as well as ability to read bass clef, are required.

204c. Theory II. Every year. Spring 2001. Mr. McCALLA.

A hands-on introduction to the processes of tonal music. Figured-bass exercises, fake-book harmonizations, and transcriptions of short pieces make up the bulk of the work. A forty-five-minute laboratory session is scheduled in addition to the regular class meetings.

Prerequisite: **Music 101** or **203**.

210c. Jazz Lives! Spring 2001. Mr. McCALLA.

A study of jazz biographies and autobiographies through books, films, and videos, as well as sound recordings. Musicians studied represent a variety of styles, backgrounds, and life stories. Musicians covered in Spring 2001 may include Louis Armstrong, Ella Fitzgerald, Artie Shaw, Art Pepper, and Nina Simone. (Same as **Africana Studies 210.**)

Note: Since the topic and content change with every offering, **Music 210** may be repeated for credit.

Prerequisite: **Music 121** or **122**.

211c. Advanced Rhythm! Spring 2001. Mr. GREENLEE.

For students who read music notation and have experience with an instrument. A focused study of world rhythms, with an emphasis on theory, practice, and composition. Labs include rhythmic dictation and performance on African and Afro-Caribbean percussion.

Prerequisite: **Music 101, 111**, Performance Studies, Band, or Orchestra, or permission of the instructor.

214c,d. Singing across the World. Every other year. Spring 2001. MR. GREENLEE.

A cross-cultural study of vocal practices in non-European traditions, such as throat-singing in Mongolia, polyphony among Baka Pygmies, or vocables in native America. Recorded examples are examined from musical, acoustical, and physiological perspectives.

Prerequisite: Any music ensemble or course in music, or permission of the instructor.

216c. American Music. Spring 2002. MS. HUNTER.

What is "American Music?" What relation does it bear to "music in America?" How have the makers of American music defined themselves as Americans, both within the United States and in relation to other cultures? How does American music negotiate or cross the borders between cultivated and vernacular, black and white, religious and secular, and male and female traditions and histories? How do American musicians make their living today? These questions form the framework of the course, which deals with both "classical" and "popular" music in the United States, concentrating largely on the twentieth century.

Prerequisite: **Music 101** or equivalent, or permission of the instructor.

217c. Music in Performance: Living Dangerously with Your Axe. Spring 2003. MR. GREENLEE.

A study of musical performance, in which analysis, historical practice, and techniques of physiology and psychology are examined and employed in class discussions and performances.

Prerequisite: One semester of an ensemble, or individual performance studies; may also be taken concurrently.

220c. Music and Politics under the Nazi and Soviet Regimes. Fall 2000. MS. STOYCOS.

Examines the interaction of music and politics under these two totalitarian regimes. Specific areas of inquiry include topics such as music in the Jewish ghettos and concentration camps, Hitler's affinity for the music of Richard Wagner, the plight of both Jewish and non-Jewish composers and performers in Germany, music as propaganda, the rise of new musical genres and styles in response to political demands, and the implications of Stalin's purges for the lives and music of Soviet composers such as Prokofiev and Shostakovich.

Prerequisite: **Music 101** or permission of the instructor.

245c. Composing and Improvising: A Dialogue. Spring 2001. MR. SCHWARTZ.

Considers the creation of original music for diverse instrumental forces, performance of classic post-1945 works for improvisation ensemble, and the relationship between "composition" and "improvisation," including the special roles—within both—of formal design, instrumentation, a broad range of stylistic languages and symbolic notations, and the interaction between creative and interpretive concerns. All students are expected to participate as composers and as performers within a group context. There is at least one public concert by various ensembles drawn from the class enrollment, featuring student compositions and works from the standard new-music repertory.

Prerequisite: **Music 101** or permission of the instructor. Performing experience suggested, but not required.

248c. Music and Gender. Every other year. Spring 2001. MS. HUNTER.

Is Beethoven's ninth symphony a marvel of abstract architecture, culminating in a gender-free hymn to human solidarity, or does it model the processes of rape? Why do we expect drummers in both jazz and rock bands to be male? What does the operatic soprano—powerfully-voiced, yet often destined to die—tell us about music and womanhood? Do your

own choices about music (as a performer or as a listener) reflect your gender? The course touches on both classical and popular Western music, and uses the musical experiences of students to address a series of questions about the intersections of music and gender. (Same as **Women's Studies 248**.)

Prerequisite: Previous course in Music or Women's Studies, or permission of the instructor.

303c. Musical Practices of the Romantic Period. Every year. Fall 2000. MR. SCHWARTZ.

Intensive analytical study of selected nineteenth-century works—via scores, recordings, and live performances—to provide social and historical context for Romanticism, and to serve as source material for detailed examination of chromatic harmony, the erosion of functional tonality, the development of cyclic-“organic” formal processes, expansion of the sonata cycle, and the influence of nationalism upon materials, forms, and expressive content. Source materials include songs, piano pieces, chamber music, symphonies, concertos, opera, and choral works, by such composers as Beethoven, Weber, Berlioz, Schubert, Schumann, Mendelssohn, Liszt, Franck, Bizet, Brahms, Dvorak, Tchaikovsky, Wagner, Verdi, Puccini, and Mahler.

Prerequisite: **Music 200, 201, 204, or 215.**

304c. Musical Practices of the Twentieth Century. Every year. Spring 2001. MR. SCHWARTZ.

Intensive analytical study of selected twentieth-century works—via scores, recordings, and live performances—to provide social and historical context for contemporary developments, and to serve as source material for a detailed examination of serialism, polytonality, and other structural alternatives to functional tonality, new rhythmic and pitch resources, heightened focus upon “texture,” the use of collage and quotation, and influences originating outside the Western art music tradition. Source materials feature such composers as Debussy, Bartók, Stravinsky, Schoenberg, Berg, Webern, Ives, Cowell, Hindemith, Shostakovich, Britten, Barber, Cage, Babbitt, Boulez, Stockhausen, Foss, Gubaidulina, Bolcom, Crumb, Ferneyhough, and Oliveros.

Prerequisite: **Music 200, 201, 204, or 215.**

351c. Topics in Music History. Spring 2002. MS. HUNTER.

Note: Since the topic and content change with every offering, **Music 351** may be repeated for credit.

Prerequisite: **Music 303** or permission of the instructor.

361c. Topics in Music Theory: Orchestration. Fall 2001. MR. SCHWARTZ.

Transcription, arrangement, and free composition for ensembles of stringed, woodwind, and brass instruments, percussion, and piano, the primary aim being that of effective instrumentation. Intensive study of orchestral and chamber scores, drawn from the music literature.

Prerequisite: **Music 200, 201, 204, or 215.**

291c–294c. Intermediate Independent Study. THE DEPARTMENT.

401c–404c. Advanced Independent Study and Honors. THE DEPARTMENT.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. Lessons, ensembles, and Chamber Ensembles may also be taken as non-credit courses.

285c–286c. Individual Performance Studies. Every year.

The following provisions govern applied music for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study will be designated Music 285. The second and all subsequent semesters of private lessons on the same instrument will be designated Music 286.*

2. One-half credit, graded CR/F, is granted for each semester of study. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of Student Records and the Music Department.

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must perform in public at least one of the pieces they are studying. Repertory classes, lunchbreak concerts, and certain Music in the Library concerts all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation in an ensemble (Chorus, Chamber Choir, Orchestra, Band, or Chamber Ensembles). The two semesters may be in different ensembles.

6. Students taking lessons for credit pay a fee of \$330 for twelve one-hour lessons per semester. Junior and senior music majors may take four half-credits of lessons free of charge, and junior and senior minors may take two half-credits free of charge.

7. Student Recitals. Subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the Music Department, any student may give a recital. However, due to limited funds for paid accompanists, anyone needing an accompanist for a recital during the year must sign up in the Music Office **before Thanksgiving break**. The student will be notified of the amount the department can allocate for an accompanist by the end of the fall semester. Any extra work with an accompanist will have to be paid by the student.

385c–386c. Advanced Individual Performance Studies. Every year.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. Music 386 may be repeated for credit. *The first semester of study will be designated Music 385. The second and all subsequent semesters of private lessons on the same instrument will be designated Music 386.*

2. A full credit is granted for each semester of study. To receive credit, students must register at the beginning of **each** semester of lessons in the Office of Student Records and the Music Department.

3. Admission is by departmental audition only. Students must audition with a member of the Music Department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital.

5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. To receive credit for advanced Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation in an ensemble (Chorus, Chamber Choir, Orchestra, Band, or Chamber Ensembles). The two semesters may be in different ensembles.

7. Fees as with half-credit lessons.

Students may count only six performance credits towards graduation, whether they take half-credit lessons, full-credit lessons, or ensemble courses.

Instructors for 2000–2001 include Julia Adams (viola), Charles Bechler (jazz piano), John Boden (French horn), Naydene Bowder (piano and harpsichord), Neil Boyer (oboe), Ray Cornils (organ), Lynn Hannings (bass), Timothy Johnson (voice), John Johnstone (classical and jazz guitar), Alan Kaschub (trumpet), Charles Kaufmann (bassoon), Stephen Kecskemethy (violin), Shirley Mathews (piano and harpsichord), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Paul Ross (cello), Bonnie Scarpelli (voice), Robert Thompson (jazz guitar), Krysia Tripp (flute), and Scott Vaillancourt (trombone and tuba).

Ensemble Performance Studies. Every year.

The following provisions govern ensemble:

1. Students are admitted to an ensemble only with the consent of the instructor.
2. One-half credit is granted for each semester of study. To receive credit, the student must sign up in the office of Student Records.
3. Grade is Credit/Fail.
4. Ensembles meet regularly for a minimum of three hours weekly; ensemble directors establish appropriate attendance policies.
5. All ensembles require public performance.

271c–272c. Chamber Choir. MR. GREENLEE.

273c–274c. Chorus. MR. ANTOLINI.

275c–276c. Concert Band. MR. MORNEAU.

277c–278c. Orchestra. MR. ROSS.

279c–280c. Chamber Ensembles. THE DEPARTMENT.

281c–282c. World Music Ensemble. MR. GREENLEE.

Neuroscience

Administered by the Neuroscience Committee; Louisa M. Slowiaczek, *Chair*

(*See committee list, page 302.*)

The major consists of eleven courses, including nine core courses and two electives from the lists below. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104** or **Psychology 101**, eleven courses related to Neuroscience must still be completed.

Requirements for the Major in Neuroscience

I. Core Courses

A. Biology:

Biology 104a, Introductory Biology.
Biology 214a, Comparative Physiology.
Biology 253a, Comparative Neurobiology.

B. Psychology:

Psychology 101b, Introduction to Psychology.
Psychology 247a, Physiological Psychology.
Psychology 275a, Techniques in Behavioral Neuroscience.

C. Advanced Course in Neuroscience:

Biology 325a, Topics in Neuroscience, or
Psychology 316a, Comparative Neuroanatomy.

D. Chemistry:

Chemistry 225a, Organic Chemistry I.

E. Statistics:

Psychology 250b, Statistical Analysis.

II. Additional Courses Required

In addition to the nine core courses, two courses are required from the lists below, at least one of which must be in biology.

A. Biology:

212a, Genetics and Molecular Biology.
217a, Developmental Biology.
246a, Cell Biology.
261a, Biochemistry I.
304a, Topics in Biochemistry (with approval).
325a, Topics in Neuroscience.

B. Psychology:

210b, Infant and Child Development.
260b, Abnormal Personality.
270b, Lab in Cognition.
310b, Clinical Psychology.
316a, Comparative Neuroanatomy.

C. Computer Science:

101a, Introduction to Computer Science, science emphasis section.*III. Recommended Courses***Physics 104a, Introductory Physics II.**

Philosophy

Professor
Denis J. Corish*Associate Professors*
Scott R. Sehon
Lawrence H. Simon, *Chair*
Matthew F. Stuart**Requirements for the Major in Philosophy**

The major consists of eight courses, which must include **Philosophy 111, 112, and 223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111 and 112** and one course from the group numbered in the 200s. The fourth course may be from any level.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 129–36.

11c. Free Will. Spring 2001. MR. CORISH.**[12c. The Philosophical Life.]****13c. The Souls of Animals.** Fall 2001. MR. STUART.**[14c. Philosophy and Poetry.]****15c. Science, Non-science, and Nonsense.** Fall 2000. MR. SEHON.**[19c. Hellenistic Philosophy.]****Introductory Courses**

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Fall 2000. Fall 2001. MR. CORISH.

The sources and prototypes of Western thought. Emphasis on the pre-Socratic philosophers, Plato and Aristotle.

112c. Modern Philosophy. Spring 2001. Spring 2002. MR. STUART.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, God's relation to the world, and the free will problem. Readings from Descartes, Leibniz, Hume, Kant, and others.

120c. Moral Problems. Spring 2001. MR. SIMON.

Our society is riven by deep and troubling moral controversies. This course examines several moral problems in the context of current arguments, leading theoretical positions, and the question of whether and how moral controversies can be settled. Possible topics include abortion, euthanasia, physician-assisted suicide, human cloning, capital punishment, obligations to the impoverished, same-sex marriage, gender equality, pornography, and affirmative action.

142c. Philosophy of Religion. Fall 2001. MR. SEHON.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including Aquinas, Hume, Swinburne, and James. (Same as **Religion 142.**)

152c. Death. Fall 2000. MR. STUART.

We consider distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Intermediate Courses

With the exception of **Philosophy 200**, intermediate courses are open to all students without prerequisite.

200c. History, Freedom, and Reason. Spring 2002. MR. SIMON.

A study of philosophical developments in the nineteenth century that have had an important influence on contemporary thought: Kant; the development of idealism through Fichte and Hegel; and reactions to Hegel by Marx and Nietzsche. Focus on issues in political philosophy and philosophy of history.

Prerequisite: **Philosophy 112** or permission of the instructor.

210c. Philosophy of Mind. Spring 2001. MR. SEHON.

We see ourselves as *rational agents*: we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will—or moral responsibility—if determinism is true? Readings primarily from contemporary sources.

211c. Existentialism. Spring 2001. MR. CORISH.

Focuses on the modern question of human existence and related problems such as freedom, responsibility, motivation, authenticity, guilt, and absurdity. Considers such authors as Kierkegaard, Nietzsche, Heidegger, and Sartre.

221c. History of Ethics. Fall 2001. MR. SIMON.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in classic texts including works of Aristotle, Hume, Mill, Kant, and Nietzsche.

[222c. Political Philosophy.]**223a. Logic.** Fall 2000. Fall 2001. MR. SEHON.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

[224c. Philosophy of Time and Space.]**225c. The Nature of Scientific Thought.** Fall 2000. MR. CORISH.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction and realism are studied. The readings include such authors as Duhem, Hempel, Kuhn, Popper, Putnam, and Quine, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

226c. Theory of Knowledge. Spring 2001. MR. STUART.

What is knowledge? Do we have any? A survey of recent work in the theory of knowledge. Topics include skepticism, the problem of induction, self-knowledge, and religious knowledge.

227c. Metaphysics. Fall 2001. MR. STUART.

Metaphysics deals with questions about the ultimate nature of reality. We focus on recent work centered around the notion of identity. We begin with discussions of several ancient puzzles about the identities of physical objects, and then move on to questions about the identities of persons and the boundaries between kinds: What makes me the same person as that kid in my baby pictures? Are the boundaries between species a real feature of the world, or do they merely reflect our interests?

237c. Language and Reality. Spring 2002. MR. SEHON.

Philosophy of language is a point of intersection for a great many traditional philosophical concerns, including the nature and status of morality, the nature of mind, the existence of God, and the objectivity of science. Answers to these problems ultimately depend in part upon the nature of language, theories, evidence, and meaning. This course aims to analyze and evaluate what the best philosophers of the twentieth century have said about these questions.

[241c. Philosophy of Law.]**258c. Environmental Ethics.** Spring 2002. MR. SIMON.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258.**)

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

[331c. Plato.]

332c. The Analytic Movement. Spring 2001. MR. SEHON.

A study of the major works from 1879–1921 of the three progenitors of this philosophical movement: Gottlob Frege, Bertrand Russell, and Ludwig Wittgenstein. Examines and evaluates their work on a variety of related topics: truth and objectivity, the nature of language, the nature of logic and logical truth, and the foundations of mathematics. There is an optional unit on Gödel's proof of the incompleteness of arithmetic.

Prerequisite: **Philosophy 223** or permission of the instructor.

335c. The Philosophy of Aristotle. Fall 2001. MR. CORISH.

A textual study of the basics of Aristotle's philosophy. Aristotle's relationship to Plato, his criticism of the Platonic doctrine of Forms, and Aristotle's own doctrines of substance, causation, actuality, potentiality, form, and matter are discussed. Some of the Aristotelian disciplines of logic, physics, metaphysics, psychology, and moral philosophy are examined in terms of detailed specific doctrines, such as that of kinds of being, the highest being, the soul, and virtue.

Prerequisite: **Philosophy 111** or permission of the instructor.

[336c. Spinoza's *Ethics*.]

[338c. Kant.]

340c. Contemporary Ethical Theory. Spring 2001. MR. SIMON.

Examines debates in recent ethical theory and normative ethics. Possible topics include realism and moral skepticism, explanation and justification in ethics, consequentialism and its critics, relativism, whether morality is overly demanding, the sources of normativity, and the relation of ethics to science.

Prerequisite: **Philosophy 112, 221, or 258**, or permission of the instructor.

[342c. Quine and Davidson.]

345c. Locke's *Essay*. Fall 2000. MR. STUART.

Locke's *Essay Concerning Human Understanding* (1690) is one of the cornerstones of modern empiricism, and a book that richly repays the sort of careful reading we undertake. Topics include the source of our ideas, primary and secondary qualities, freedom and determinism, personal identity, natural kinds, the existence of God, and the extent of human knowledge.

Prerequisite: One previous course in philosophy.

392c. Advanced Topics in Environmental Philosophy. Fall 2000. MR. SIMON.

Examines philosophical, moral, and policy questions regarding various environmental issues. Possible topics include the relation between human well-being, the ethics of consumption and nature; the moral status of non-human animals and the relation of the politics of animal liberation to environmental policy; environmental policy and our obligations to future generations; and ecology, social choice mechanisms, and the evaluation of environmental risk. (Same as **Environmental Studies 392**.)

291c–294c. Intermediate Independent Study. THE DEPARTMENT.

401c–404c. Advanced Independent Study and Honors. THE DEPARTMENT.

Physics and Astronomy

Professor

Dale A. Syphers, *Chair*

Associate Professors

Stephen G. Naculich

James H. Turner

Assistant Professors

Mark O. Battle

Madeleine E. Msall

Teaching Associate

David L. Roberts

Laboratory Instructor

Mike Mikhael

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page 42. A major student with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161, 171, Physics 103, 104, 223, 229**, and four more approved courses, one of which may be **Mathematics 181** or above. At least five physics courses taken at Bowdoin are required.

For honors work, a student is expected to complete **Mathematics 181** and **Physics 103, 104, 223, 229, 300, 310, 451**, and four more courses, one of which may be in mathematics, above **Mathematics 181**. Students interested in interdisciplinary work may, with permission, substitute courses from other departments. **Geology 265** is an approved physics course.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin courses numbered **103** or higher, at least one of which is **Physics 104, 223, or 229**.

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See pages 167–68.

Introductory, Intermediate, and Advanced Courses

62a. Contemporary Astronomy. Spring 2001. THE DEPARTMENT.

A mix of qualitative and quantitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course.

63a. Physics of the Twentieth Century. Every fall. Fall 2000. MR. SYPHERS.

Explores the growth of twentieth-century physics, including theoretical developments like relativity, quantum mechanics, and symmetry-based thinking, and the rise of new subdisciplines such as atomic physics, condensed-matter physics, nuclear physics, and particle physics. Some attention is given to the societal context of physics, the institutions of the discipline, and the relations between “pure” and “applied” physics. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course. Familiarity with standard secondary school mathematics is required.

80a. Light and Color. Every spring. Spring 2001. MR. NACULICH.

An introduction to the physics of light and color. Explores the dual nature of light as wave and particle, the different physical and chemical causes of color in nature, and how light and color are perceived by the eye and brain. Topics include rainbows, mirages, the color of the sky, and other natural phenomena, as well as technological applications such as cameras, telescopes, color television monitors. These and other examples are used to illustrate the optical phenomena of reflection, refraction, interference, diffraction, polarization, scattering, and fluorescence. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course.

103a. Introductory Physics I. Every semester. Fall 2000. MR. SYPHERS AND MS. MSALL. Spring 2001. MR. SYPHERS.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. The course shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher. The fall semester is intended for first- and second-year students. Juniors and seniors are strongly encouraged to take this course in the spring.

104a. Introductory Physics II. Every semester. Fall 2000. MR. NACULICH. Spring 2001. MR. BATTLE.

An introduction to the interactions of matter and radiation. Topics include: the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

162a. Stars and Galaxies. Every spring. Spring 2001. MR. SYPHERS.

A quantitative, non-calculus introduction to astronomy, with emphasis on stars and the structures they form, from binary stars to super clusters of galaxies. Topics covered include white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. This course is open without prerequisite to everyone, including science majors.

223a. Electric Fields and Circuits. Fall 2000. MR. TURNER.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear network theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement. Three hours of laboratory work per week.

Prerequisite: **Physics 104** and **Mathematics 171** or higher, or permission of the instructor.

229a. Statistical Physics. Spring 2001. MR. BATTLE.

The course develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** and **Mathematics 171** or higher, or permission of the instructor.

240a. Modern Electronics. Spring 2001. MR. TURNER.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics will include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: A grade of at least C in **Physics 103**, or permission of the instructor.

250a. Acoustics. Fall 2000. MR. BATTLE.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, to give the student a technical understanding of our aural experiences.

Prerequisite: A grade of at least C in **Physics 103**, or permission of the instructor.

251a. Physics of Solids. Usually every other spring. Spring 2002. MR. SYPHERS.

An introduction to the study of the thermal, mechanical, electrical, and magnetic properties of solids. Merges a qualitative and quantitative understanding of the behavior of solids and their applications in modern technology. Applications include solid state lasers, semiconductor circuitry, and superconducting magnets.

Prerequisite: **Physics 104**.

255a. Physical Oceanography. Fall 2000. MR. BATTLE.

An introduction to the oceans and the calculation of their motions, including surface and internal waves. Some attention is given to the problems of instrumentation and the techniques of measurement.

Prerequisite: A grade of at least C in **Physics 103**, or permission of the instructor.

[262a. Astrophysics and Celestial Mechanics.]**275a. Relativity.** Every other year. Fall 2000. MR. NACULICH.

An introduction to special and general relativity, including the Galilean and Einsteinian principles of relativity, Lorentz transformations and the "paradoxes" of special relativity, space-time diagrams and four-vectors, energy-momentum and relativistic dynamics, and the Schwarzschild solution of general relativity and its many applications.

Prerequisite: **Physics 104**.

291a–294a. Intermediate Independent Study. THE DEPARTMENT.

Topics to be arranged by the student and the staff. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Every spring. Spring 2001. MR. NACULICH.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Mathematics 181** or **223**, and **Physics 104**, or permission of the instructor.

301a. Methods of Experimental Physics. Every spring. Spring 2001. Ms. MSALL.

This course is intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223**, or permission of the instructor.

310a. Introductory Quantum Mechanics. Every fall. Fall 2000. Mr. TURNER.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

Prerequisite: **Physics 300**.

320a. Electromagnetic Theory. Every other fall. Fall 2001. THE DEPARTMENT.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300**, or permission of the instructor.

370a. Advanced Mechanics. Every other fall. Fall 2000. Ms. MSALL.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

380a. Nuclei and Particles. Usually every other spring. Spring 2001. Mr. TURNER.

The phenomenology of elementary particles and of nuclei, their structure and interactions, the application of symmetry principles, and the experimental methods used in these fields.

Prerequisite: **Physics 310**.

401a–404a. Advanced Independent Study. THE DEPARTMENT.

Topics to be arranged by the student and the staff. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors. THE DEPARTMENT.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, the physics of metals, general relativity, nuclear physics, and particle physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: **Physics 310**.

Psychology

Professors

Barbara S. Held†

Louisa M. Slowiaczek, *Chair*

Associate Professors

Suzanne B. Lovett

Paul E. Schaffner

Assistant Professor

Richmond R. Thompson

Visiting Assistant Professors

Susan Burggraf

J. Scott Staples

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 183–84). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises nine courses numbered 100 or above. These courses are selected by students with their advisors and are subject to departmental review. The nine courses include **Psychology 101**, **Psychology 250**; two laboratory courses numbered **260–279** (completed, if possible, before the senior year); two advanced (300-level) courses; and three electives numbered 200 or above. Independent study courses at any level count as electives, but do not count toward the required laboratory courses or the two advanced courses. A grade of C or better must be earned in all courses counted toward the major. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 250** during the spring of their first year or the fall of their second year. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and should plan to enroll in two 300-level courses after returning to campus. Students should consult with members of the department in planning their off-campus study program and in seeking credit for courses toward the major; laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises five courses numbered 100 or above, including **Psychology 101**, **Psychology 250**, and one psychology laboratory course. A grade of C or better must be earned in all courses counted toward the minor.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 210** and **270**; these courses cover the topics usually included in educational psychology. In addition, prospective teachers may find **Psychology 211, 212, 317, 320, and 322** compatible with their interests and helpful in their preparation for teaching.

Requirements for the Major in Neuroscience

See Neuroscience, pages 183–84.

COURSES IN PSYCHOLOGY

Introductory Courses

81. The Psychology of Subjective Experience. Fall 2000. Ms. BURGGRAF AND MR. SMITH.

How can we know the nature of subjective experience, our own or that of someone else? What is the nature of mind? Tests the efficacy of several modes of investigation, especially self-report, introspection, and meditation as methods of cultivating awareness of one's experience.

(Same as **Asian Studies 81.**)

101b. Introduction to Psychology. Every fall and every spring.

THE DEPARTMENT.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every fall. Ms. LOVETT. Every spring. THE DEPARTMENT.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101.**

211b. Personality. Every fall. MR. STAPLES.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

212b. Social Psychology. Every fall. MR. SCHAFFNER.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101.**

[**215b. Adolescent Development.**]

[**245a. Human Neuropsychology.**]

247a. Physiological Psychology. Every spring. MR. THOMPSON.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: **Psychology 101** or **Biology 104.**

250b. Statistical Analysis. Every fall. MR. SCHAFFNER. Every spring. Ms. LOVETT.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101.**

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Personality. Every spring. MR. STAPLES.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

259b. Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.

Prerequisite: **Psychology 211.**

260b. Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.

Prerequisite: **Psychology 211 and 250.**

270b. Laboratory in Cognition. Every fall. Ms. SLOWIACZEK.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 250.**

[**272b. Research in Social Behavior.**]

[**273a. Sensation and Perception.**]

274b. Group Dynamics with Laboratory. Every spring. MR. SCHAFFNER.

A survey of theory and research on psychological aspects of group functioning. Examines methods for group research, personal foundations of group behavior, group structures and task characteristics, cohesion and identity, internal conflict, mutual influence, decision-making, productivity, power relations, leadership, and inter-group relations. A weekly laboratory provides a series of exercises demonstrating techniques of small group observation and experimentation.

Prerequisite: **Psychology 211 or 212, and 250.**

275a. Techniques in Behavioral Neuroscience. Every spring. MR. THOMPSON.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 247 and 250.**

277b. Research in Developmental Psychology. Every fall. Ms. BURGGRAF.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210 and 250.**

Advanced Courses**[300b. Topics in Psychology]****310b. Clinical Psychology.** Every fall. MR. STAPLES.

The history and development of clinical psychology, including an emphasis on current controversies regarding professional issues. Major portions of the course are devoted to theory and research concerning psychological assessment and systems of psychotherapy.

Prerequisite: **Psychology 259** or **260**.

316a. Comparative Neuroanatomy. Every other fall. Fall 2000. MR. THOMPSON.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 247** or **Biology 214**.

317b. The Psychology of Language. Every spring. MS. SLOWIACZEK.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 270**.

320b. Social Development. Every spring. MS. BURGGRAF.

The development of social behavior and social understanding from infancy to early adulthood. Emphasis on empirical research and related theories of social development. Topics include the development of aggression, altruism, morality, prejudice and racism, sex-role stereotypes and sex-appropriate behavior, and peer relationships, as well as the impact of parent-child relationships on social development.

Prerequisite: **Psychology 210** and one course numbered **260–279**.

322b. Language Development. Fall 2000. MS. LOVETT.

Major aspects of how infants and children produce and understand language are considered by examining research and theory concerning how language develops in both typical and atypical populations, and how early child language compares to adult language.

Prerequisite: **Psychology 210** and one laboratory course numbered **260–279**.

325b. Organizational Behavior. Every spring. MR. SCHAFFNER.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: One psychology course numbered **260–279**.

[361b. Children's Learning and Cognitive Development.]**291b–294b. Intermediate Independent Study.****401b–404b. Advanced Independent Study and Honors.**

Religion

Professors

John C. Holt†

*Joint Appointment with Africana Studies*Associate Professor Eddie S. Glaude, Jr., *Chair**Assistant Professor*

Jorunn J. Buckley

Visiting Assistant Professors

Elizabeth A. Pritchard

Glenn Wallis

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least eight courses in religion. Required courses include **Religion 101** (Introduction to the Study of Religion); three courses at the 200 level distributed so as to include the study of Western religions and cultures as well as Asian religions and cultures; and **Religion 390 (Theories about Religion)**. In addition, candidates for honors must register for a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. **Religion 101** should be taken by the end of the sophomore year. In order to enroll in **Religion 390**, a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified nonmajors with permission of the instructor. Normally, no more than three courses taken at other colleges or universities will count toward the major.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101**, three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390**.

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 129–36.

[12c,d. Religion and Literature in Modern South Asia.]**14c. Pilgrimage: The Journey Outward and Inward.** Fall 2000. MR. WALLIS.**15c. Heresies.** Spring 2001. MS. BUCKLEY.**Introductory Courses****101c. Introduction to the Study of Religion.** Fall 2000. MS. BUCKLEY. Spring 2001. MR. GLAUDE.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and western contexts.

142c. Philosophy of Religion. Fall 2001. MR. SEHON.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does *it mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including Aquinas, Hume, Swinburne, and James. (Same as **Philosophy 142.**)

Intermediate Courses**202c. Hellenistic Religions.** Spring 2002. MS. BUCKLEY.

The Hellenistic period in the Near East and Mediterranean covers about 800 years—from the fourth century B.C. onwards. Course materials are from early Christianity, forms of Judaism, Gnosticism, “pagan” philosophical and religious traditions. Special attention is given to indigenous categories of understanding; the concept of salvation; myths, rituals, and standards for behavior. Emphasizes primary texts more than books *about* the treated religions.

206c. Ancient Near Eastern Religions. Fall 2001. MS. BUCKLEY.

Focuses on (translated) primary texts by examining various literary forms of Sumerian, Hittite, Egyptian, and Israelite religious traditions including materials from the Old Testament, from roughly 2000 B.C. to 500 B.C. Specific topics include religion, politics, and bureaucracy; world views and ecological issues; characteristics of the divinities; human/divine relationships.

208c. Islam. Fall 2001. MS. BUCKLEY.

Non-apologetic in nature while tackling anti-Islamic prejudices common in general American culture, this course furnishes an outline of Islam. Selected themes include the religion’s own terminological apparatus and categories of understanding, ritual and ethics, religious and secular leadership, mystical traditions, modernity issues in Islam. In the interest of balance, there is an emphasis on including works by Muslims, especially regarding central topics in modern Islam.

209c,d. Gender in Islam. Fall 2000. MS. BUCKLEY.

Explores categories for interpreting, first, female symbolism in Islamic thought and practice and, second, women’s religious, legal, and political status in Islam. Attention is given to statements on women in the Qur’an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public versus private spheres, individual versus society, Islamization versus modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. **Religion 208** is helpful, though not a prerequisite for this course. (Same as **Women’s Studies 209.**)

220c,d. Hinduism. Fall 2000. MR. WALLIS.

An study of traditional Hindu culture (philosophy, mythology, art, ritual, yoga, devotionalism, and caste) in the ancient and medieval periods of India's religious history. (Same as **Asian Studies 240.**)

221c,d. Religion in Medieval and Modern India. Spring 2001. MR. WALLIS.

A study of popular Hindu bhakti (devotional) movements as they emerge to challenge brahmanical orthopraxy, the introduction and acculturation of Islam, the rise of Sikhism, the nineteenth-century Hindu reform in reaction to the British raj, Gandhi's religio-political thought, and contemporary issues in the understanding of Hinduism as they can be adduced from a reading of selective works of fiction. (Same as **Asian Studies 241.**)

[222c,d. Buddhist Thought.]**223c,d. Buddhist Texts.** Spring 2001. MR. WALLIS.

An examination of Buddhist literature as a form of imaginative practice. Explores texts spanning several genres (philosophy, ritual manuals, meditation guides, poetry, narrative), geographical areas (India, Tibet, China, Japan, the West), historical periods (ancient, medieval, and contemporary), and Buddhist orientations (Theravada, Mahayana, and Vajrayana). Analysis of literary conventions, doctrinal content, and historical background. (Same as **Asian Studies 223.**)

243b,c. Social History of Buddhism in South Asia. Fall 2000. MR. SENEVIRATNE.

Proto-urban social formations and the political economy of the pristine state in north India (700–300 B.C.) evolved philosophical and ethical systems such as Buddhism. Subsequently (300 B.C.–300 A.D.), Buddhism transformed itself into a social ideology initiating acculturation, social change, and political legitimation in complex urban and state societies. A multi-disciplinary study of the emergence, spread, and restructuring of Buddhism in south Asia (Same as **Asian Studies 243.**)

244c,d. Zen Aesthetics. Spring 2003. MR. NISHIUCHI.

A study of non-ego-consciousness in Zen thought and its artistic expression in Japanese martial arts, painting, theater, and poetry. Martin Heidegger's critique of modern aesthetics is considered in our analyses. (Same as **Asian Studies 244.**)

245c,d. The Ritual Body: Zen and Postmodernity. Spring 2002. MR. NISHIUCHI.

Investigates the ritual existentiality of sentient beings in the theoretical encounter among Dogen (Japanese Zen monk), Nietzsche (German philosopher), and Brook (English dramatist). The investigation focuses on the aesthetics of rite in connection with being, action, and community. (Same as **Asian Studies 245.**)

246b. Religion and Politics. Fall 2001. MR. FRANCO.

An examination of the relationship between religion and politics—the so-called theologico-political question—primarily in the modern world. After briefly examining the classical and medieval background, the course focuses on the tension between and eventual separation of church and state in the early modern period (roughly from the sixteenth to the eighteenth centuries). Concludes with a consideration of the aftermath of this historic separation of church and state, looking at recent Supreme Court cases, as well as contemporary discussion of the relationship between religion and politics. Authors include Machiavelli, Luther, Calvin, Hobbes, Spinoza, Locke, Rousseau, Jefferson, Madison, and Tocqueville. (Same as **Government 246.**)

Prerequisite: One course in political philosophy, or permission of the instructor.

247c,d. Taoism and Architecture. Fall 2001. MR. NISHIUCHI.

Analyzes the architectural manifestation of Taoist thought in the medieval Japanese architecture called *sukiya*. The analysis is carried in dialogue with the German and French philosophical traditions of phenomenology. This dialogical analysis explores the poetic dwelling of intimacy and immediacy. (Same as **Asian Studies 247**.)

[249c. Monotheism in the Making in Western Religious Thought.]**[250c. Western Religious Thought in the Modern and Postmodern Contexts.]****251c. Christianity, Culture, and Conflict.** Fall 2000. MS. PRITCHARD.

An introduction to the diversity and contentiousness of Christian thought and practice. This diversity is explored through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

252c. Marxism and Religion. Spring 2001. MS. PRITCHARD.

Despite Karl Marx's famous denunciation of religion as the "opiate of the masses," Marxism and religion have become companionable in the last several decades. The course examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, who combine Marxist convictions and analyses with religious commitments in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, José Miguez Bonino, and philosophers Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Cornel West.

253c. Women in Religion. Spring 2001. MS. PRITCHARD.

An analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism, the goddess movement as alternative society, and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Material drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Women's Studies 256**.)

[260c,d. Religious History of African Americans.]**[261c. Prophecy and Social Criticism in the United States.]****262c,d. Race and African American Thought.** Spring 2002. MR. GLAUDE.

An interdisciplinary examination of the complex array of African American cultural practices from slavery to postmodern times. Close readings of classic and contemporary texts of African American experiences and the encounter with issues such as dread, death, and despair; joy, hope, and triumph. Readings include works from W. E. B. DuBois, Cornel West, Orlando Patterson, Paula Giddins, Richard Wright, and James Baldwin. (Same as **Africana Studies 252**.)

[263c,d. Race, Nation, and Modernity.]**264c. African American Religions in the Twentieth Century.** Fall 2000. MR. GLAUDE.

Transformations in the role and place of religion in African American life from the beginning of the twentieth century to the present. Inquiry into the impact of the processes of secularization and urbanization on the religious experience in black America. Focus includes the newly emerging sects and cults of the period and the impact of mass movements. **Religion 260, Religious History of African Americans** (offered in Fall 1999), is helpful, but not required for this course. (Same as **Africana Studies 254**.)

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Courses may be repeated for credit with the contents changed. Religion 390 is required for majors, and normally presupposes that four of eight required courses have been taken.

310c. Gnosticism. Spring 2001. Ms. BUCKLEY.

The term “gnosticism,” from the Greek “knowledge,” encompasses a variety of religious movements and texts, dating to the time of the first Christian centuries. Most forms of Gnosticism are now extinct, but were related to Judaism and Christianity, posing alternative views of the supreme divinity in those traditions. The course places the Gnostic phenomenon in its religious-cultural context and highlights Gnostic mythologies, rituals, and ethics. Texts drawn from Nag Hammadi, the Christian Church Fathers, Mandaism, and Manichaeism.

[315c. Choosing My Religion: Consent and Coercion in Religious Thought and Practice.]

[330c. Religion and American Pragmatism.]

[333c. Religion and Interpretation.]

[382c,d. Paradigms and Problems in South and Southeast Asian Religions.]

390c. Theories about Religion. Fall 2000. Ms. PRITCHARD.

Theory—what religion is—and method—how to study religion—are treated in equal measure. Selected scholars are V. Turner, C. Geertz, Ch. Briggs, and J. Z. Smith (among the moderns), and W. James, E. Durkheim, S. Freud, and F. Nietzsche (among the “ancestors”). Issues include: relation between ritual and myth, utilitarian models of religion versus transcendental ones, native logic versus imposed scholarly system, religion as an invented category, tensions between the collective and the individualistic dimensions in religion.

Prerequisite: **Religion 101.**

291c–294c. Intermediate Independent Study. THE DEPARTMENT.

401c–404c. Advanced Independent Study and Honors. THE DEPARTMENT.

Romance Languages

Professors

John H. Turner
William C. VanderWolk, *Chair*
Associate Professor
Janice A. Jaffe†

Assistant Professors

Elena Cueto-Asín
Charlotte Daniels
Katherine Dauge-Roth
Leakthina Ollier
Enrique Yepes*
Visiting Assistant Professor
Arielle Saiber

Visiting Instructors

Fernando Feliu-Moggi
David George
Adjunct Lecturer
Anna Rein
Teaching Fellows
Andrés Barba
Florence Klaus
Stephanie Odoul

The Department of Romance Languages offers courses in French and Spanish language, literature, and culture. Italian language courses through the intermediate level, as well as courses on Italian literature and culture (in English), are also offered. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking and Spanish-speaking worlds through a curriculum designed to prepare students either for international work or for graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Spanish, and Italian). All majors are expected to achieve breadth in their knowledge of the French- and Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as Art History, Latin American Studies, History, English, and Africana Studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**.

Majors in French will complete at least two of the following three courses before taking 300-level topics courses: **French 208, 209, and 210** (or their equivalent in a study-abroad program). Spanish majors will complete **Spanish 205** and at least three of the following four courses before taking 300-level topics courses: **Spanish 207, 208, 209, and 210** (or their equivalent in a study-abroad program). Students who do not take **French 209** or **Spanish 209** are strongly advised to take a 300-level course that deals with pre-1800 French or Hispanic literature and culture.

During their senior year, all majors will take a seminar, either **French 351** or **Spanish 351**.

For students majoring in Romance languages, the nine courses above **204** required for the major will include either **209** or **210** (or their equivalent in a study-abroad program) in two languages, one culture course (**207** or **208**) in both Spanish and French, plus one senior seminar. In Spanish, French, and Romance languages all majors will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Prospective majors are expected to have completed **French** or **Spanish 205** and either **207, 208, 209, or 210** before the end of their sophomore year.

Spanish Major Requirements

1. nine courses above **Spanish 204**
2. **Spanish 205***
3. three of the following four courses (or the equivalent in study abroad)
 - Spanish 207**
 - Spanish 208**
 - Spanish 209**
 - Spanish 210**
4. **Spanish 351** (senior seminar)

French Major Requirements

1. nine courses above **French 204**
2. two of the following three courses: (or the equivalent in study abroad)
 - French 208**
 - French 209**
 - French 210**
3. **French 351** (senior seminar)

Romance Languages Major Requirements

1. nine courses above **204**, including three courses at the 300-level
2. **Spanish 209** or **210** (or the equivalent in study abroad)
3. **French 209** or **210** (or the equivalent in study abroad)
4. one of the following courses:
 - Spanish 207**
 - Spanish 208**
 - French 208**
5. one senior seminar

***Spanish 205** will be required of all students who declare a Spanish major in the year 2001 or after.

Requirements for Minors in Romance Languages

Students may declare a minor in French or Spanish. The minor consists of at least three courses at Bowdoin in one language above **204**.

Placement

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

FRENCH

101c. Elementary French I. Every fall. Fall 2000. Ms. DAUGE-ROTH.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. *A limited number of spaces are available for juniors and seniors.*

102c. Elementary French II. Every spring. Spring 2001. THE DEPARTMENT.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or equivalent.

203c. Intermediate French I. Every fall. Fall 2000. Ms. DANIELS.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2001. Ms. DAUGE-ROTH.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2000. Ms. OLLIER, MR. VANDERWOLK.

An introduction to a variety of writing styles and aspects of French culture through readings of literary texts, magazines, and newspapers. Emphasis on student participation, including short presentations and frequent short papers. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **French 204** or placement.

208c. French and Francophone Cultures. Spring 2001. Ms. DANIELS AND Ms. DAUGE-ROTH.

An introduction to contemporary France and the French-speaking world as represented in literature, film, other arts, and the media. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country. Conducted in French.

Prerequisite: **French 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Fall 2000. Ms. DANIELS.

A chronological introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts.

Prerequisite: **French 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern French Literature. Spring 2001. MR. VANDERWOLK.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or permission of the instructor.

316c. Modern French Theater: French Theater Production. Fall 2000. MR. VANDERWOLK.

Students read, analyze, and produce scenes from French plays. At the end of the semester, student groups produce, direct, and perform in one-act plays. Authors studied may include Molière, Marivaux, Beckett, Ionesco, Sartre, Camus, Genet, Sarraute, and Anouilh.

Prerequisite: **French 209** or permission of the instructor.

319c. French Women Writers. Fall 2000. MS. OLLIER.

An exploration of female identity and narrative through the fictional and autobiographical writings of twentieth-century French women authors. Focuses on the representation of love, desire, the mother-daughter relationship, alienation, and transgression. Writers may include Colette, Simone de Beauvoir, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar, Christine Rochefort, Annie Ernaux, and Danièle Sallenave. (Same as **Women's Studies 319.**)

Prerequisite: Two of the following: **French 208, 209, or 210**, or permission of the instructor.

320-329c. Topics in French and Francophone Literature. Every year. THE DEPARTMENT.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. **French 320-329** may be repeated for credit with the contents changed.

[321c. War and Memory.]

[322c. The Hexagon Inside Out: Francophone Literature and Contemporary Minority Writing in France.]

[323c. Gender and Rise of the Novel.]

325c. Witches, Monsters, and Demons: Representing the Occult. Fall 2000. MS. DAUGE-ROTH.

The occult is, by definition, that which is hidden or unknown, yet popular and scholarly fascination with the shadowy and uncertain worlds of witches, monsters, demons, the devil, and the mysteries of nature and the cosmos has fueled attempts by various authorities, writers, and artists to represent and thus to know, control, or exploit the spectacular potential of the occult. Explores early modern and modern representations of occult figures, events, practitioners, and practices in France through historical, literary, and journalistic readings, art, film, television, and the web. Emphasis is placed on the early modern period, but analysis of modern inheritances and interest in the occult parallels investigation of earlier periods throughout the course. Conducted in French.

Prerequisite: Two of the following: **French 208, 209, or 210**; or permission of the instructor.

351c. Senior Seminar for French Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in French or Romance languages.

Representation and Power. Spring 2001. Ms. DANIELS AND THE DEPARTMENT.

Team-taught course examines different representations of power in French and Francophone literature, history, and theory, from the development of national mythologies, such as those surrounding Louis XIV and Napoleon, to the formulation of personal and cultural identity. Course includes historical, fictional, and theoretical texts from the seventeenth to the twenty-first centuries.

401c–404c. Independent Study. THE DEPARTMENT.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2000. Ms. REIN AND Ms. SAIBER.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2001. Ms. SAIBER.

Continuation of **Italian 101**. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or equivalent.

203c. Intermediate Italian I. Every fall. Fall 2000. Ms. SAIBER.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or permission of the instructor.

204c. Intermediate Italian II. Every spring. Spring 2001. Ms. SAIBER.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or permission of the instructor.

[221c. Mona Lisa and the Mafia: Italian Culture across the Centuries.]**222c. Dante's *Divine Comedy*.** Fall 2000. Ms. SAIBER.

One of the greatest works of literature of all times, Dante's *Divine Comedy* leads us through the torture-pits of Hell, up the steep mountain of Purgatory, to the virtual, white-on-white zone of Paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and art history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in English.

251. The Culture of Italian Fascism. Fall 2000. Ms. BALLINGER.

Examines Italian fascism through a focus on its cultural contexts. Topics explored include the relationship between politics and aesthetics (particularly avante-garde art movements), colonialism and race, and fascist interventions into work, family, and leisure. Artistic representations of fascism in post-1945 Italy, as well as contemporary contests over the fascist legacy, are also discussed. (Same as **Anthropology 251**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, or **Italian 221**.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 2000. MR. GEORGE.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills.

Prerequisite: **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish.

102c. Elementary Spanish II. Every spring. Spring 2001. THE DEPARTMENT.

Continuation of **Spanish 101**. Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2000. MR. GEORGE.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Every spring. Spring 2001. MR. FELIU-MOGGI.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every fall. Fall 2000. MR. TURNER AND MR. FELIU-MOGGI.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **Spanish 204** or placement.

207c,d. Latin American Cultures. Spring 2001. MR. YEPES.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor.

208c. Spanish Culture. Fall 2000. MS. CUETO-ASÍN.

Through the study of Spanish literature, film, history, and journalism, examines different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor. Students who have taken a 300-level Spanish course may not take this course.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2000. MR. TURNER.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context.

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2001. Ms. CUETO-ASÍN.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major works and literary movements of modern Spain and Spanish America in historical and cultural context.

Prerequisite: **Spanish 205** or permission of the instructor.

320c-329c. Topics in Spanish and Hispanic American Literature I and II. Every year.

Designed to provide students who have a basic knowledge of literature in Spanish the opportunity to study more closely an author, a genre, or a period. **Spanish 320–329** may be repeated for credit with the contents changed.

[**322c. Spanish American Short Story.**]

324c. Twentieth-Century Spanish Theater and Its Dialogues with the Visual Arts. Spring 2001. Ms. CUETO-ASÍN.

Explores how twentieth-century Spanish theater has used the nation's visual artistic heritage (especially of painters Velázquez, Goya, and Picasso) for different ideological and aesthetic purposes. Two-stage study of the dialogue between pictorial and dramatic art in the works of several of Spain's most important dramatists: 1) the relation between visual perception and dramatic action in the avant-garde; and 2) the use of visual art and the condition of the artist as theme during the Franco era and under democracy. Final part of semester devoted to production of plays or fragments of plays by dramatists such as Valle-Inclán, García Lorca, Alberti, Arrabal, Buero Vallejo, and Amestoy.

[**326c. Translation.**]

327c. Reading Spanish Film. Fall 2000. Ms. CUETO-ASÍN.

A panoramic study of the film traditions of Spain from their origins in 1896 to the most recent trends, including directors from Luis Bunuel to Pedro Almodóvar. Narrative notions of film semiotics are applied to read Spanish film as a literary and artistic manifestation of tendencies such as surrealism, social realism, tremendism, etc., and in connection with political and social phases of the modern history of Spain (the Republic, the Civil War, the Franco regime, and the transition to democracy). In addition to regular class sessions, attendance at weekly film screenings is required.

Prerequisite: Two of the following: **Spanish 207, 208, 209, or 210**, or permission of the instructor.

328c. The Hispanic Tradition of Love Poetry. Spring 2001. MR. TURNER.

A study of the amorous expression in Castilian poetry from the earliest times to the present, exploring love as social and literary convention, as a psychological/sentimental debate, and, particularly, the self-reflexivity of love poetry.

Prerequisite: Two of the following: **Spanish 207, 208, 209, or 210**, or permission of the instructor.

329c. Contemporary Trends in Latin American Literature. Fall 2000. MR. FELIU-MOGGI.

The Latin American world in the last two decades has experienced radical changes ranging from the transition of dictatorial to democratic governments; rapid modernization; and the application of new Western political, cultural, intellectual, social, and economic models related to the end of the Cold War. These changes have transformed artistic life in the Hemisphere, especially the literary world, which until the early 1980s was dominated by the legacy of the "boom." Explores the ways in which Latin American literature has evolved in response to the questions posed by these new challenges, from reactions to dictatorial violence to social and political issues related to the post-Cold War period, including the need for new approaches to questions of gender, race, and class. Readings include, among others, Mempo Giardinelli's *Luna Caliente*, Diamela Eltit's *El padre mío*, and Gabriel García Márquez's *Noticia de un secuestro*, as well as some examples of short stories and poetry from the region.

Prerequisite: Two of the following: **Spanish 207, 208, 209, or 210.**

351c. Senior Seminar for Spanish Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in Spanish or Romance languages.

Fiestas: Alienation or Resistance? Spring 2001. MR. YEPES.

Festivals play a paramount role in Spanish and Latin American cultural formations. As they recreate diverse traditions and serve conflicting political goals, collective celebrations have been interpreted as either evasive or empowering. While questioning reductive interpretations, this seminar studies the meaning assigned to *Fiestas* and the way they have been elaborated in film, art, and literature. Gender, ethnicity, social class, sexualities, and identity are examined in specific situations such as carnivals, rituals, art festivals, dance, bullfights, and soccer. Theoretical approaches to these phenomena include works by Mikhail Bakhtin, Octavio Paz, Pierre Bourdieu, Néstor García Canclini, Sonia Montecino, and Eduardo Galeano.

401c–404c. Independent Study and Honors. THE DEPARTMENT.

Russian

Professor

Jane E. Knox-Voina, *Chair*

Associate Professor

Raymond H. Miller

Teaching Fellow

Leah G. Shulsky

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101, 102 and 203, 204**; four courses in Russian above **Russian 204**; and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **Government 230, Post-Communist Russian Politics and History 218, History of Russia: 1825 to 1953**).

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian language programs in Moscow, St. Petersburg, and Kiev that are open to all students who have taken the equivalent of two or three years of Russian. Other programs should be discussed with the Russian Department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward the major; four credits may be counted from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation.

The department offers courses in English that focus on Russian history, literature, and culture. These courses may be taken by non-majors and include two first-year seminars and a series of 200-level courses: **Russian 20, 21, 215, and 220–250**.

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2000. Ms. KNOX-VOINA.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

102c. Elementary Russian II. Every spring. Spring 2001. Ms. KNOX-VOINA.

Continuation of **Russian 101**. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2000. MR. MILLER.

A continuation of **Russian 101, 102**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Every spring. Spring 2001. MR. MILLER.

A continuation of **Russian 203**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2000. MR. MILLER.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

[306c. Topics Course: Advanced Reading and Composition II.]**307c. Russian Folk Culture.** Every other fall. Fall 2001. MR. MILLER.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Every other fall. Fall 2000. MR. MILLER.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2002. MS. KNOX-VOINA.

An examination of various works of modern Russian literature (Soviet and émigré), with emphasis on the development of the short story. Authors include Blok, Mayakovsky, Zoshchenko, Platonov, Bulgakov, Pasternak, Brodsky, Shukshin, Aksenov, and others. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Every other spring. Spring 2001. MR. MILLER.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

291c–294c. Intermediate Independent Study. THE DEPARTMENT.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media). This course may be repeated for credit with the contents changed.

Prerequisite: **Russian 305** or permission of the instructor.

401c–404c. Advanced Independent Study. THE DEPARTMENT.

Individual research in Russian studies. Major sources should be read in Russian. This course may be repeated for credit with the contents changed. A two-semester project is necessary for honors in Russian.

Prerequisite: **Russian 309** or **310**.

IN ENGLISH TRANSLATION**First-Year Seminars**

For a full description of first-year seminars, see pages 129–36.

20c. The Great Soviet Experiment through Film. Every other fall. Fall 2001. Ms. KNOX-VOINA.

(Same as **Women's Studies 21**.)

21c. The Culture of Nationalism. Every other spring. Spring 2002. Mr. MILLER.

215c. Russia, the Slavs, and Europe. Every other spring. Spring 2001.

Mr. MILLER.

Studies the cultural history of Eastern Europe. Specific topics include the development of Russian religious and political thought; and the problematic relationships that have existed between Russia, the other Slavic nations, and the West. No prior study of European civilization is assumed, and no knowledge of Russian is required.

220c. Nineteenth-Century Russian Literature. Every other fall. Fall 2001.

Mr. MILLER.

Traces the development of Russian realism and the Russian novel. Specific topics include the pre-nineteenth-century literary background, the origins of realism as a movement, and the intellectual and political milieu of the time. Writers to be read include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some of the reading in Russian.

221c. Russian Film: Revolution and Work, Sex, and Violence. Every other spring. Spring 2002. Ms. KNOX-VOINA.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias; eternal revolution; individual freedom; collectivism; conflict between the intelligentsia and the common man; the "new Soviet woman"; nationalism; and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors required to do some reading in Russian. (Same as **Women's Studies 220**.)

222c. Women in Russian Society and Culture. Every other fall. Fall 2000. Ms. KNOX-VOINA.

Studies the socially-constructed image of woman in Russian literature, art, and film. Focuses on the emergence of the "Woman Question" (1840s), work of female revolutionaries (1860–1917), creation of the myth of the New Soviet Woman (1920s–1950s), its deconstruction (1960s–1980s), and the appearance of a New Women's Prose (1990s). Cross-cultural analysis of female icon in Hollywood and Soviet film. Russian majors are required to do some of the reading in Russian. (Same as **Women's Studies 222**.)

223c. Dostoevsky and the Novel. Spring 2001. Ms. KNOX-VOINA.

Examines Dostoevsky's use of the novel to portray the "fantastic" reality of the city and its effects on the human psyche. Special attention is given to the author's quest for guiding principles of freedom and love in a world of violence and cynicism. Emphasis on Dostoevsky's anti-Western and anti-materialist bias in his portrayal of the struggle between extreme individualism and self-renunciation in a Utopian brotherhood. Russian, American, and Japanese film versions of Dostoevsky's novels are viewed and discussed. Russian majors are required to do some of the reading in Russian.

250c,d. Folklore of Multi-Ethnic Siberia. Every other spring. Spring 2002. Ms. KNOX-VOINA.

Myths and short tales from small-numbered Asian/Siberian peoples, including the Nenets, the Evenk, The Nivkh, the Yakut, and the Chukchi. Special emphasis on the Siberian spirit and character, Siberian cultures, traditions, and values. Also investigates the changing social roles of women in the region, state nationalities policy and nationalist movements, and environmental issues. Films such as *Dersu Uzala*, *Siberiada*, *Songs of Lenin*, *Close to Eden*, and *Family of a Hunter* supplement reading materials.

Sociology and Anthropology

Professors

Susan E. Bell

Craig A. McEwen

Associate Professors

Sara A. Dickey†

Susan A. Kaplan

Nancy E. Riley, *Chair**Visiting Associate Professor*

Robert W. Gardner

Assistant Professors

Pamela Ballinger

Joe Bandy

Kirk A. Johnson

Scott MacEachern

Krista E. Van Vleet

Joint Appointments with Africana Studies

Assistant Professor Lelia Lomba De Andrade

Visiting Assistant Professor H. Roy Partridge, Jr.

Joint Appointment with Women's Studies

Assistant Professor Carol E. Cohn

Visiting Assistant Professor

Leslie C. Shaw

Joint Appointment with Asian Studies

Visiting Instructor Karen Nakamura

Visiting Instructor

Calvin Moore

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101, 201, 211, and 310**. One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or study-away courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101, 102, 201, 203, and 310**, and one course with an area focus (numbered in the 230s and 240s). Students are urged to complete **Anthropology 101, 102, 201, and 203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101, 201, and 211**.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101 and 203**, either **102** or **201**, and an area study course (**230s** and **240s**).

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 129–36.

10b,d. Racism. Fall 2000. MR. PARTRIDGE.
(Same as **Africana Studies 10**.)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Every semester. THE DEPARTMENT.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Every spring. MR. GARDNER.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

204b. Families: A Comparative Perspective. Spring 2001. Ms. RILEY.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Women's Studies 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101**.

206b. Media Representations of Reality. Fall 2000. MR. JOHNSON.

Examines social forces that contribute to mass-media representations of race, social class, gender, and sexual preference in historical and contemporary America. Focuses on the roles of government, corporations, and media professionals in the creation of news, entertainment programming, and advertising. Considers the nature of objectivity and fairness, internalization of imagery, the corrective potential of media-workplace diversity, distinctions between reality and stereotype, and tension between free-market economics and social responsibility. (Same as **Africana Studies 206.**)

Prerequisite: **Sociology 101**, **Anthropology 101**, or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2000. Ms. DEANDRADE.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Africana Studies 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

211b. Classics of Sociological Theory. Every fall. Ms. BELL AND Ms. DEANDRADE.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

214b. Science, Technology, and Society. Spring 2001. MR. BANDY.

The practice of science and technological innovation has transformed practically every sphere of contemporary life, from our bodies to our natural environment, from our global economy to our entertainment. In both theoretical and applied ways, this course examines the social construction and effects of science and technology through a variety of readings and films. Along the way, we survey the relationships between science/technology and environment, the body, media, war, economy, race, and gender. (Same as **Environmental Studies 214.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

215b. Criminology and Criminal Justice. Fall 2000. MR. MOORE.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

216b. Sociology of Identity and Interaction. Fall 2000. MR. BANDY.

A sociological survey of principles and theories about interactions among individuals and the relationships between individuals and social structures. Examines such issues as conformity and deviance, authority, prejudice and discrimination, individualism, and collective behavior. Also investigates theories and research regarding language, power, and the formation of personal identity, and explores the ways in which gender, race, sexuality, and class structure affect everyday attitudes and beliefs.

Prerequisite: **Sociology 101** or **Anthropology 101**.

217b,d. Overcoming Racism. Spring 2001. MR. PARTRIDGE.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Africana Studies 217**.)

Prerequisite: **Sociology 10**, **Sociology 101**, or **Anthropology 101**.

218b. Sociology of Law. Spring 2001. MR. MOORE.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

219b. Sociology of Gender. Every fall. Fall 2000. MS. RILEY.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men. (Same as **Women's Studies 219**.)

Prerequisite: **Sociology 101** or **Anthropology 101** and **Women's Studies 101** or a 200-level Sociology course.

221b. Environmental Sociology. Fall 2002. MR. BANDY.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Environmental Studies 221**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

222b. Introduction to Human Population. Fall 2001. MS. RILEY.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

225b. Globalization and Social Change. Fall 2002. MR. BANDY.

Focuses on theories related to the transnational economy and its current restructuring, and explores the impact of globalization on the lives of working people, on the global division of labor, on gender inequality, and on current environmental crises. Examines the history of different models of economic development, from early imperialism to the present, as they have structured both Western industrial and developing societies. Touches upon various world regions and their unique positions in the global economy, including Latin America, East Asia, and Eastern Europe.

Prerequisite: **Sociology 101** or **Anthropology 101**.

[227b. Americans in the African Diaspora.]**233b. Asian American Experience.** Fall 2000. MS. RILEY.

Explores the experience of Asian Americans in contemporary U.S. society. Looks at a variety of issues, including the role of immigration and immigration policy, the advantages and disadvantages of the promotion of a pan-Asian culture, the particular experiences of different Asian cultures in the United States, and the role of gender in these experiences. Examines how the Asian American experience is similar to and departs from the experience of other groups in the United States today, and how it adds to our understanding of race and ethnicity.

Prerequisite: **Sociology 101**, **Anthropology 101**, or permission of the instructor.

243b. Sociology of Revolutions. Spring 2001. MR. BANDY.

Revolutions are dramatic and contested endeavors for large-scale social change. They are the result of both social crises and the mobilization of collective hopes, and they mark both the limits and dreams of modernity. Through theoretical and historical narratives, we compare different cases of revolutionary change, in Europe, Latin America, Asia, and Africa. Attending to questions of national identity, class, race/ethnicity, and gender, we assess who makes revolutions and why, as well as what difference revolutions have made throughout modern history. Lastly, we ask how social crises and revolutionary efforts may be changing in a world characterized by rapid political, economic, and technological shifts.

Prerequisite: **Sociology 101**, **Anthropology 101**, or permission of the instructor.

245b. Social Movements. Fall 2000. MR. BANDY.

Focusing on the social conflicts of the twentieth century, this course explores the ways in which relatively powerless groups have worked to change history, both in the United States and globally. Touching on the reformist and the revolutionary, as well as older and emergent movements, covers unionism, grassroots anti-poverty campaigns, environmental organizations, racial justice groups, sexual identity movements, and indigenous peoples movements. Especially important will be the strategies, visions, and social effects of these movements.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

246b. Human Rights and Transnational Social Movements. Fall 2000. MS. COHN.

Explores the dynamics and effects of the transformation of the concept of human rights, from that focused on civil and political rights *vis-à-vis* the state, "human rights," to an inclusion of economic and social rights that incorporate non-state actors such as multinational corporations and encompass the "private," domestic sphere, as well as the public. Focuses on transnational movements against gender inequality as our main case study. Examines whether human rights is a universalizing western concept, how the discourse of human rights shapes and limits the kinds of political claims a movement can make, and the way right-wing religious and nationalist movements have made use of human rights discourse. (Same as **Women's Studies 246**.)

Prerequisite: **Sociology 101** or **Women's Studies 101**, or permission of the instructor.

251b. Sociology of Health and Illness. Fall 2000. Ms. BELL.

Examines the social contexts of physical and mental health, illness, and medical care. Deals with such topics as the social, environmental, and occupational factors in health and illness; the structure and processes of health care organizations; the development of health professions and the health work force; doctor-patient relationships; ethical issues in medical research; and health care and social change.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

252b. Sociology of Chronic Illness and Disability. Fall 2001. Ms. BELL.

Focuses on the subjective experience of illness, especially chronic illness and disability. What strategies do people use in their daily lives to manage and direct the course of their illness? In what respects do these experiences vary according to such factors as gender, race, ethnicity, and social class? Issues to be addressed include stigma; identity; sexuality; relationships with family, community, and caregivers; work; self-help and the independent living movement; feminism and disability rights.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

253b. Constructions of the Body. Spring 2001. Ms. BELL.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Women's Studies 253**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and one of the following: **Women's Studies 101**, **Gay and Lesbian Studies 201**, or a 200-level Sociology course.

255b. Traditional Healing in Sociohistorical Perspective. Spring 2001. Mr. JOHNSON.

Places non-western healing traditions in social and historical context to illuminate their contemporary popularity. Considers voodoo, spirit worship, herbalism, and other traditional beliefs and practices of African-Americans, Latinos/as, Native Americans, and other marginalized groups. Explores the universalizability of the meanings of illness and healing across cultures and through history, and factors influencing observed variability.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

261b,d. Contemporary Chinese Society, Part I. Spring 2001. Ms. RILEY.

Examines several key elements of contemporary society, exploring how Chinese society has changed in recent years and how social institutions such as family, education, and community have been a part of the recent economic and social restructuring. Pays particular attention to how individuals, families, and communities have fared through the many changes. Part of a two-course sequence including **Sociology 262**. (Same as **Asian Studies 261**.)

Prerequisite: Permission of the instructor. Because this course is part of a two-course sequence that includes a six-week trip to China, students are selected on the basis of a short application submitted in the fall. Preference is given to sophomores.

262b,d. Contemporary Chinese Society, Part II. Spring 2001. Ms. RILEY.

A continuation of **Sociology 261**. Consists of a six-week trip to China at the end of the spring semester to see firsthand some of the issues studied during the regular semester at Bowdoin. Includes lectures and seminars on current issues in China, and students continue to work on projects developed during the semester. Grading for this course is Credit/Fail. (Same as **Asian Studies 262**.)

Prerequisite: **Sociology 261** must be taken concurrently and permission of the instructor is required.

[277b,d. Sociological Perspectives on China.]**291b–294b. Intermediate Independent Study in Sociology.** THE DEPARTMENT.**303b. Oppression and Liberation.** Spring 2001. Ms. DEANDRADE.

An advanced study of social theory related to institutionalized forms of domination, such as racism, classism, and sexism, and their intersection. Gives particular consideration to writings on these topics in relation to or by people of color, with some background in classical social theory. Readings include selected works by Antonio Gramsci, W. E. B. Du Bois, Frantz Fanon, Amílcar Cabral, Patricia Hill Collins, and bell hooks, as well as others who address issues related to colonialism, Black Liberation, and feminism. (Same as **Africana Studies 303.**)

Prerequisite: **Sociology 101**, **Anthropology 101**, or **Africana Studies 101**, and any 200-level course in Africana Studies, Sociology, or Anthropology; or permission of the instructor.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2001. Ms. BELL.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 209** or **211**, or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Sociology. THE DEPARTMENT.**ANTHROPOLOGY****First-Year Seminars**

For a full description of first-year seminars, see pages 129–36.

22b. Inventing the Seaside. Fall 2001. Ms. BALLINGER.**26b. The Deaf World.** Fall 2000. Ms. NAKAMURA.**Introductory, Intermediate, and Advanced Courses****101b,d. Introduction to Cultural Anthropology.** Fall 2000. Ms. SHAW. Spring 2001. Ms. VAN VLEET.

An introduction to the concepts, methods, theories, findings, and applications of cultural anthropology. Study of the differences and similarities among the cultures of the world and attempts by anthropologists to explain them. Among the topics to be covered are anthropological field work, the nature of culture, the relation of language to culture, the relation of the environment to culture, family and kinship, political and economic systems, religion, sex, gender, and ethnocide.

102b,d. Introduction to World Prehistory. Every fall. MR. MACEACHERN.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. Anthropological Research. Every fall. Ms. VAN VLEET.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own field work experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101** and sophomore standing or higher.

202b. Essentials of Archaeology. Fall 2001. Mr. MACEachern.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time.

Prerequisite: Previous course in anthropology, or **Archaeology 101** or **102**, or permission of the instructor.

203b. History of Anthropological Theory. Every fall. Ms. BALLINGER.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

205b,d. Minorities and Sexualities in Modern Japan. Fall 2000. Ms. NAKAMURA.

Japan is often portrayed as a homogeneous nation, but beneath the calm surface of unity lies a tumultuous mix of minorities, including resident Koreans, former outcaste Burakumin, aboriginal Ainu, nascent gays and lesbians, the disabled, etc. Building pressure for many decades, minority politics have recently emerged as a critical force in Japan. Examines the issues of minorities, sexualities, and the politics of identity from an anthropological and sociological perspective. (Same as **Asian Studies 205**.)

206b. The Archaeology of Gender and Ethnicity. Spring 2001. Ms. SHAW.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and post-conquest archaeological site research, including Maya, Inca, Native American, and African-American examples. The long temporal aspect of archaeological data allows us to explore such issues as how gender inequality developed in emerging civilizations, how European contact affected indigenous gender roles within the economy, and how enslaved peoples maintained and reinforced an ethnic identity. (Same as **Women's Studies 206**.)

Prerequisite: Previous course in anthropology or sociology.

213b,d. Japanimation and Manga. Spring 2001. Ms. NAKAMURA.

Japanese animation and manga comic books are targeted at every level of Japanese society, from school girls in sailor suits to salaried men in business suits. Yet only a small portion of this genre has made it to the United States, leading to a distorted image of Japan. Analyzes anime and manga within its historical and social context, providing insight into social change in Japan during the modern period. No knowledge of Japanese required. (Same as **Asian Studies 213**.)

214b,d. Japan through Its Women. Spring 2001. Ms. NAKAMURA.

In the last twenty years, Japanese women have moved from the backstage of Japanese society to becoming a vibrant new cultural and economic force. From Takarazuka male impersonators to office ladies with Gucci handbags, they have become the new lens through which to analyze Japan. Uses recent ethnographies on Japanese women to analyze identity, consumption, popular culture, and the complexities of gender in a modern society. (Same as **Asian Studies 214** and **Women's Studies 215**.)

221b. The Rise of Civilization. Fall 2000. MR. MACEachern.

Archaeology began with the study of the great states of the ancient world, with Egypt, Mesopotamia, China, the Maya, and the Aztecs. This course examines the origins of civilizations in the Old and New Worlds, using archaeological, historical, and ethnographic data. Reviews the major debates on state formation processes, the question of whether integrated theories of state formation are possible, and the processes leading to the collapse of state societies.

Prerequisite: Previous course in anthropology or sociology.

222b. Culture through Performance. Fall 2001. MS. DICKEY.

"Cultural performance" covers not only drama, dance, and music, but also such cultural media as ritual, literature, celebration, and spectacle. The anthropological study of these media examines their performers, producers, and audiences, in addition to their form and content. Questions fundamental to this study are: What does cultural performance uniquely reveal about a culture to both natives and outsiders? What social, psychological, and political effects can it have on participants and their societies?

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

223b. Nationalism and Ethnicity. Fall 2002. MS. BALLINGER.

Explores the relationship between ethnic and national identity, in light of predictions of the nation-state's imminent demise. Examines historical development of the concepts of "nation" and "ethnic" in the context of state formation, political movements, and practices of disciplinary "scientific" knowledge (including philology, anthropology, history, genetics, and evolutionism). Reviews identity and evaluates varying theoretical perspectives including primordialism, situationalism, instrumentalism, and constructivism. In addition, the course discusses the interweaving of analyses of class, gender, ethnicity, and nationalism, and studies the emergence of new types of "cultural fundamentalism" and the current proliferation of ethnic and national violence.

Prerequisite: Previous course in anthropology or sociology.

225b. Class Systems and Cultures. Spring 2002. MS. DICKEY.

Examines theories of class and hierarchy, ranging from Marx and Weber to Foucault, and ethnographies of class cultures. Investigates the mutual impact of class and culture, the places of socioeconomic classes in wider systems of stratification, and the interaction of class and other forms of hegemony.

Prerequisite: Previous course in anthropology or sociology.

226b. Ethnoarchaeology: Visiting the Present to Understand the Past. Fall 2001. MR. MACEachern.

Examines the ways in which information collected from ethnographic and historical sources, and from present-day observations, can be used to generate theories about the functioning of past societies. First, examines how ethno-archaeologists use studies of present-day material culture to inform and enrich archaeological reconstructions. Next, examines the ways in which oral and written histories can be used to develop theories of how and why cultures change. Also discusses the relationship between historical and anthropological accounts.

Prerequisite: Previous course in anthropology or sociology.

228b. Language, Culture, and Emotion. Spring 2001. MS. VAN VLEET.

Explores emotion as shaped by culture and language and as produced in interactions in a variety of social and cultural contexts. Focuses primarily on oral expression. Topics include language acquisition and childhood; concepts of the self and subjectivity; emotional performances; cross-cultural concepts of emotion; class, gender, and emotional conventions;

language and embodiment; bilingualism, solidarity, and cross-cultural communication; affect, literacy, and social transformation; aesthetics. Genres such as gossip, story-telling, sermon and prayer, ceremonial wailing, and love letters are included. Attention is given to the methods of linguistic anthropology.

Prerequisite: Previous course in anthropology or sociology.

229b. Maya Archaeology and Ethnohistory. Fall 2000. Ms. SHAW.

Focuses on the Maya civilization of Central America using archaeological data and Spanish accounts of traditional Maya life at the time of conquest. Topics include Maya adaptations to diverse tropical environments, the decipherment of Maya writing, political instability and warfare, and Maya cosmology and the continuation of these beliefs into modern times. Semester projects are used for intensive research into selected issues in Maya archaeology.

Prerequisite: **Anthropology 101, 102**, or permission of the instructor.

230b. Language, Identity, and Power. Spring 2001. Ms. VAN VLEET.

What place does language have in everyday life? How are identities produced and perceived in personal and social interactions? How is language used to reinforce, challenge, or reconfigure relationships of power? Approaches the study of language as a social and historical reality that emerges in the interactions of individuals. Using examples from a variety of social and cultural contexts, discusses: the relationship between language, culture, and thought; structure and agency; language and social inequality; language acquisition and socialization; multilingualism and multiculturalism; verbal art and performance. Throughout, considers how aspects of an individual's identity, such as gender, race, ethnicity, class, age, and sexual orientation articulate in social and linguistic interactions.

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

231b,d. Native Peoples and Cultures of Arctic America. Fall 2000. Ms. KAPLAN.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Environmental Studies 231**.)

Prerequisite: Previous course in anthropology or sociology.

[233b,d. Peoples and Cultures of Africa.]

234b,d. Women, Power, and Identity in India. Spring 2002. Ms. DICKEY.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Asian Studies 234** and **Women's Studies 252**.)

Prerequisite: Previous course in anthropology, sociology, or Asian Studies.

235b,d. South Asian Cultures and Societies. Fall 2001. Ms. DICKEY.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements, and caste ranking. (Same as **Asian Studies 235**.)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

[236b,d. Political Identity and Leadership in South Asia.]

237b,d. Family, Gender, and Sexuality in Latin America. Fall 2000. Ms. VAN VLEET.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous gender ideologies; Spanish and Portuguese colonization; marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; nationalism; compulsory heterosexuality; and the experiences of lesbians and gay men. Takes a comparative perspective and draws on a wide array of sources, including ethnography, film, fiction, and historical narrative. (Same as **Women's Studies 237.**)

Prerequisite: Previous course in anthropology or sociology.

238b,d. Culture and Power in the Andes. Fall 2001. Ms. VAN VLEET.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadores swiftly defeated the Inka empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inka concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration.

Prerequisite: Previous course in anthropology or sociology.

239b,d. Indigenous Peoples of North America. Spring 2001. Ms. SHAW.

An overview and analysis of native North American societies from pre-Columbian times to the present. Topics include the political, economic, family, and religious organization of Native American societies; the impact of European expansion; and the current situation—both on and off reservation—of Native Americans.

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

244b. Peoples and Societies of the Mediterranean. Spring 2001. Ms. BALLINGER.

Exploring the conceptual and political construction of “the Mediterranean” as a region, this course examines similarities and differences between the Mediterranean’s northern and southern shores, focusing on religious systems and practices, gender relations, and political systems and behaviors. Attention is also given to contemporary issues of economic development, immigration, and regionalism. Materials examined include traveler accounts, novels, anthropological and historical analyses, and popular films.

Prerequisite: Previous course in anthropology or sociology.

246b. Peoples and Societies of the Balkans. Spring 2003. Ms. BALLINGER.

Explores the conceptual and political construction of the Balkans as a crossroads between great empires, religious systems, languages, and ethnic and national groups. Topics covered include: the tensions (past and present) between visions of commonality (pan-Slavism, for example) and exclusive national definitions; local responses to broad processes of state formation, war, and modernization; and the transformation of much of the region as a result of five decades of state socialism. The ongoing changes in the region with the transition from socialist rule will receive particular attention.

Prerequisite: Previous course in anthropology or sociology.

[249b,d. Mesoamerican Civilizations.]

251. The Culture of Italian Fascism. Fall 2000. Ms. BALLINGER.

Examines Italian fascism through a focus on its cultural contexts. Topics explored include the relationship between politics and aesthetics (particularly avante-garde art movements), colonialism and race, and fascist interventions into work, family, and leisure. Artistic representations of fascism in post-1945 Italy, as well as contemporary contests over the fascist legacy, are also discussed. (Same as **Italian 251.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or **Italian 221**.

256b. African Archaeology: The Roots of Humanity. Spring 2001. Mr. MACEachern.

Examines the prehistory of Africa since the appearance of modern humans on that continent about 100,000 years ago. Particular attention is paid to changes in African economies and social systems through time. Some of the topics covered include the cultural development of modern humans in Africa; the beginnings of agriculture in different parts of the continent; state formation processes in sub-Saharan Africa; and the coordination of ethnographic, linguistic, and archaeological data in research. (Same as **Africana Studies 256.**)

Prerequisite: **Anthropology 101**, **Sociology 101**, or permission of the instructor.

260b. Cultures on Display: Anthropology and Museums. Spring 2001. Ms. KAPLAN.

The public, fascinated by other people's traditions, flock to anthropology, art, and natural history museums to view artifacts produced by other cultures. The course examines the changing roles and responsibilities of museums that curate and exhibit objects and photographs representing cultures of non-Western peoples. Issues of interpretation, the ethics of collecting, and questions of repatriation facing anthropologists are among the topics that are examined using case studies, exhibits, and Arctic Museum collections.

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

270b. Changing Cultures and Dynamic Environments. Spring 2002. Ms. KAPLAN.

Over the last 20,000 years, the Earth's environment has changed in both subtle and dramatic ways. Some changes are attributable to natural processes and variation, some have been triggered by human activities. Referring to anthropological and archaeological studies, and research on past and contemporary local, regional, and global environments, the course examines the complex and diverse relationship between cultures and the Earth's dynamic environment. A previous science course is recommended.

Prerequisite: **Anthropology 102**, or permission of the instructor.

291b–294b. Intermediate Independent Study in Anthropology. THE DEPARTMENT.**310b. Contemporary Issues in Anthropology.** Every spring. Mr. MACEachern.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: Junior standing and **Anthropology 101, 102, 201, and 203**, or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Anthropology. THE DEPARTMENT.

Theater and Dance

Associate Professor
June A. Vail, *Chair*
Assistant Professor
Davis Robinson

Lecturers
Gretchen Berg
Johanna Campbell
Gwyneth Jones
Paul Sarvis

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 28.

DANCE

The Dance curriculum provides a coherent course of study through classes in dance history, theory, criticism, choreography, and performance studies, including dance technique and repertory. The department's humanistic orientation emphasizes dance's relation to the performing and fine arts, and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101; Dance 102 or Theater 140; Dance 201;** two semesters of dance technique and/or repertory from the following: **Dance 111/112, 211/212, 311/312;** and one additional course in dance or theater, preferably at the 300 or 400 level.

Introductory, Intermediate, and Advanced Courses

101c. Cultural Choreographies: Dancing Communities. Every year.

Spring 2001. Ms. VAIL.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. Explores how dance forms and movement activities reveal information about cultural norms and values and affect social perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and group identities.

Examines dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Women's Studies 102.**)

102c. Making Dances. Every year. Fall 2000. Ms. VAIL.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances. Enrollment limited to fifteen students.

201c. Topics in Dance History: Five American Originals. Every other year. Spring 2001. Ms. VAIL.

Focuses on five acclaimed and controversial twentieth century choreographers. Students analyze their widely differing aesthetic goals, political stances, and popular and critical reception. Also explores these artists' signature styles, combining movement with reading, viewing, writing, and discussion. Students will devise a project including research and performance components on an innovative American choreographer in the dance form of their choice. Choreographers from past courses have included—among others—Isadora Duncan, Fred Astaire, Martha Graham, Merce Cunningham, George Balanchine, Charles "Honi" Coles, Twyla Tharp, and Bill T. Jones.

Prerequisite: **Dance 101, 102, 111/112, 211/212, or 311/312**, or permission of the instructor.

320c. Advanced Performance Theory and Practice. Every spring. THE DEPARTMENT.

Designed for strong and experienced dancers, and conducted as a series of rehearsals culminating in a performance at the semester's end. The final performance piece is either an original faculty-choreographed piece or a reconstructed historical dance. Students should expect a more rigorous rehearsal process than in **Dance 112** or **212**, with greater demand placed on their individual creative, musical, organizational, and physical skills. Students are required to participate in rehearsals and performances outside of class time. Enrollment limited to twenty students.

Prerequisite: **Dance 211/212, 311/312, 101, 102 or 201.**

321c. Critical Perspectives on the Performing Arts: Writing about Theater and Dance. Every third year. Spring 2002. Ms. VAIL.

Investigates critical perspectives on the performing arts and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary.

Prerequisite: Any full-credit course in dance or theater or permission of the instructor.

291c–294c. Intermediate Independent Study in Dance. THE DEPARTMENT.

401c–404c. Advanced Independent Study in Dance. THE DEPARTMENT.

Performance Studies in Dance

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses principally on an inventive, unrestricted approach to movement. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Performance studies courses (**111, 211, 311**; and **112, 212, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 311**) and a repertory course (**112, 212, 312**) in the same semester for *one full academic course credit*. Attendance at all classes is required. Grading is Credit/Fail.

Instructors for 2000–2001: Gwyneth Jones and Paul Sarvis.

111c. Introductory Dance Technique. Every semester. THE DEPARTMENT.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. In the process of focusing on the craft of dancing, students are also encouraged to develop their own style. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. Enrollment limited to twenty-two students. One-half credit.

112c. Introductory Repertory and Performance. Every semester. THE DEPARTMENT.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of important historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show or the annual Spring Performance in Pickard Theater, and Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. Enrollment limited to twelve students. One-half credit.

211c. Intermediate Dance Technique. Every semester. THE DEPARTMENT.

A continuation of the processes introduced in **Dance 111**. Enrollment limited to twenty-two students. One-half credit.

212c. Intermediate Repertory and Performance. Every semester. THE DEPARTMENT.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112**. Enrollment limited to twelve students. One-half credit.

311c. Intermediate/Advanced Dance Technique. Fall 2000. THE DEPARTMENT.

A continuation of the processes introduced in **Dance 211**. Enrollment limited to twenty-two students. One-half credit.

312c. Intermediate/Advanced Repertory and Performance. Fall 2000. THE DEPARTMENT.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212**. Enrollment limited to twelve students. One-half credit.

THEATER

The theater program at Bowdoin emphasizes the creation of original work and the interpretation of dramatic literature from a historically, socially, and politically informed perspective. Courses in performance, creative process, theory, history, and design, as well as an informal mentoring program in technical theater, encourage the creative expression of students through research, reflection, and practical application. Emphasis is placed on theater's relationship to dance, the other arts, and its fundamental connection to the broad liberal arts curriculum. Program goals include theater literacy and an understanding of theater's role in the community. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: **Theater 101** or **102**; **120**; **130** or **270**; a 200, 300, or 400-level course in theater; and an additional course in theater or dance.

101c. Making Theater. Spring 2002. THE DEPARTMENT.

This course introduces students to the nature of theater: what is it? where is it done? how? and by whom? Students research different components of theater throughout the semester, and are challenged by exercises using space, light, movement, costume, text, poetry, literature, current events, and their own observations. Final projects combine several facets of making theater—acting, directing, writing, dance, performance art, puppetry, and ritual—and are presented in class. The goal of the course is to provide students with a basic understanding of how to look at theater, how to think about theater, and how to work collaboratively to make theater.

102c. American Popular Theater. Spring 2001. Ms. BERG.

Focuses on several significant, and particularly American, stage entertainments—minstrel shows, vaudeville, and Broadway musicals. Students explore questions about popular culture and about who participates in theater and in what settings. The class looks closely at the historic relationship between American theater and society, with special attention to issues of gender, race, ethnicity, and social position.

103c. Women in Performance. Fall 2001. Ms. BERG.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Women's Studies 103.**)

106c. Introduction to Drama. Spring 2001. Ms. SANDERS.

What makes a play? How are materials shaped by being cast in dramatic rather than poetic or narrative form? What is drama's function—is it primarily subversive, religious, aesthetic, cathartic, psychological, political? How have dramatic conventions evolved in response to changing social conditions? Approaches such questions by studying a dozen plays ranging from ancient Greek and Renaissance tragedies and comedies through modern psychological dramas and performance pieces. Readings also include dramatic theory by Aristotle, Brecht, Artaud, and Stanislavsky. Students are required to attend some evening performances and screenings, both on and off campus. Students may, in addition to writing analyses of readings, choose to create and even perform some dramatic scenes. (Same as **English 106.**)

120c. Acting I. Every semester. Fall 2000. Ms. CAMPBELL. Spring 2001. THE DEPARTMENT.

Acting I introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage. Enrollment limited to sixteen students.

130c. Principles of Design. Spring 2002. THE DEPARTMENT.

Stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Exercises in form, color, use of space, text analysis, and historical research give students an introductory approach to the way in which designers work collaboratively to create a production design. Enrollment limited to twenty students.

140c. Performance Art. Every other year. Spring 2002. Ms. BERG.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and “found” spaces. Enrollment limited to twenty students.

210c. Shakespeare’s Comedies and Romances. Every other year. Fall 2000. MR. WATTERSON.

Examines *A Midsummer Night’s Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter’s Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **English 210**.)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

211c. Shakespeare’s Tragedies and Roman Plays. Every other year. Spring 2001. MR. WATTERSON.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211**.)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

212c. Shakespeare’s History Plays. Every other year. Fall 2001. MR. WATTERSON.

Explores the relationship of *Richard III* and the second tetralogy (*Richard II*, the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare’s own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **English 212**.)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

220c. Acting II. Every year. Fall 2000. MR. ROBINSON.

An intermediate course extending the work of Acting I. Students research and present a variety of scenes from classical and contemporary texts, with emphasis placed on the link between language and emotional truth. Text analysis is accompanied by rigorous voice and movement work to provide students with a practical approach to scene work. Enrollment limited to sixteen students.

Prerequisite: **Theater 120**.

223c. Renaissance Drama. Every other year. Spring 2001. THE DEPARTMENT OF ENGLISH.

A study of some comedies, tragedies, tragicomedies, and history plays by Shakespeare’s predecessors, contemporaries, and followers in England during the sixteenth and seventeenth centuries—plays by Lily, Kyd, Marlowe, Dekker, Jonson, Tourneur, Webster, Beaumont, Fletcher, Massinger, and Ford, among others. (Same as **English 223**.)

Prerequisite (beginning with the Class of 2002): One English first-year seminar or 100-level course in the English department.

262c. Drama and Performance in the Twentieth Century. Every other year. Spring 2001. Ms. REIZBAUM.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with attention to the ethnic and sexual politics attending all of these categories. (Same as **English 262** and **Women's Studies 262**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

270c. Directing. Spring 2001. MR. ROBINSON.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, and casting and rehearsing with actors. Some attention is also paid to collaboration with designers and directing original work. Students direct scenes, research directing history projects, and study directing theories and techniques. Students complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. Enrollment limited to sixteen students.

Prerequisite: A 100-level course in theater or dance, or permission of the instructor.

280c,d. Self on Stage: The Nô Theater. Spring 2002. MR. NISHIUCHI.

Examines Zeami, a medieval aesthetician of the *Nô* theater, and his influence on Yukio Mishima and Masakazu Yamazaki, twentieth-century playwrights. In particular, the course considers the self, emerging in the theatrical way in which "actor" and "spectator" encounter each other. Gadamer's "playing field" and Wilshire's "body-self" are considered as possible means of interpretation. (Same as **Asian Studies 280**.)

320c. Advanced Performance Theory and Practice: Theater Styles. Spring 2001. MR. ROBINSON.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? the Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: **Theater 120** and an additional course in theater or dance.

360c. Playwriting. Alternate years. Fall 2000. Ms. BERG.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot.

Prerequisite: Any 100-level theater course or permission of the instructor.

291c–294c. Intermediate Independent Study in Theater. THE DEPARTMENT.

401c–404c. Advanced Independent Study in Theater. THE DEPARTMENT.

Women's Studies

Administered by the Women's Studies Program Committee;
Rachel Connelly, *Program Director and Chair*

(See committee list, page 302.)

Joint Appointment with Sociology
Assistant Professor Carol E. Cohn

Visiting Instructor
Melinda A. Plastas

The Women's Studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in women's studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Women's Studies

The major consists of ten courses, including three required core courses—**Women's Studies 101, 201,** and either **300 or 301**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of women's studies courses, or from a set of courses in other disciplines that have been approved by the Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" women's studies courses. Women's studies courses are numbered to indicate both the level of course instruction and the degree of emphasis on feminist theory. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and above are advanced seminars intended for juniors and seniors. Within each level, numbers above 50 indicate courses with a substantive feminist-theoretical or gender-analytic approach. Four of these seven courses must be selected to constitute a focused methodological and thematic concentration that will culminate in a required project or presentation in the student's final semester.

A student who declares a women's studies major will design a concentration in consultation with the director of women's studies. In the concentration, the student uses the methodologies and perspectives of related disciplines to develop a focused expertise in gender analysis. For example, a student might choose a concentration in literature and gender analysis, or in the historical development of gender relations and the cultural representation of gender.

The student will take three additional women's studies courses or courses approved by the program committee outside the concentration that explore other methodologies, themes, or questions of gender, thus allowing the student to gain multidisciplinary breadth. In total, no more than three of the seven elective courses (courses within the concentration and courses outside the concentration) may be from the same department. In case of elective courses that are listed as related women's studies courses, the departmental affiliation of the course is considered the department of which the instructor is a member.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught women's studies courses and served on the Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Women's Studies 401** and **402**) are required for an honors project in women's studies. No more than two independent studies courses may count toward the women's studies major.

Requirements for the Minor

The minor consists of **Women's Studies 101**, normally taken in the first or second year, and four additional courses. Students may count courses in their major, but may count only two courses from any given discipline.

First-Year Seminars

For a full description of first-year seminars, see pages 129–36.

[12b. Economics and Women's Life Cycle.]

21c. The Great Soviet Experiment through Film. Every other fall. Fall 2001. Ms. KNOX-VOINA.

(Same as **Russian 20.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Women's Studies. Fall 2000. Ms. PLASTAS. Spring 2001. Ms. COHN.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. The course explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c. Cultural Choreographies: Dancing Communities. Every year.

Spring 2001. Ms. VAIL.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. We explore how dance and movement, in our own and other societies, reveal information about cultural norms and values, including gender roles, religious beliefs, personal identity, and conceptions of the body; and how anthropological methods can illuminate one's own experience of the body, movement, and dance. Examines dance and movement forms from different cultures and epochs (for example, the hula, the jitterbug, classical Indian dance, Balkan kolos, postmodern dance) through readings, video assignments, workshops, and live performances, and field work. (Same as **Dance 101.**)

103c. Women in Performance. Fall 2001. Ms. BERG.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Theater 103.**)

150c. Sexuality and Gender in Opera. Spring 2002. MR. McCALLA.

“Love” is usually at the core of any opera. Focuses, however, on issues of sexuality and gender in five operas from the late nineteenth and early twentieth centuries: Bizet's *Carmen*, Berg's *Lulu*, Wagner's *Tristan und Isolde*, Britten's *Billy Budd*, and Richard Strauss's *Der Rosenkavalier*. Considers sexual depictions and stereotypes, the operatic convention of women singing young male characters (“pants roles”), heterosexual and same-sex relationships, and so on. (Same as **Music 150.**)

201b. Feminist Theory and Methodology. Fall 2000. Ms. COHN.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Women's Studies 101** or permission of the instructor.

204b. Families: A Comparative Perspective. Spring 2001. Ms. RILEY.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Sociology 204**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

206b. The Archaeology of Gender and Ethnicity. Spring 2001. Ms. SHAW.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and post-conquest archaeological site research, including Maya, Inca, Native American, and African-American examples. The long temporal aspect of archaeological data allows us to explore such issues as how gender inequality developed in emerging civilizations, how European contact affected indigenous gender roles within the economy, and how enslaved peoples maintained and reinforced an ethnic identity. (Same as **Anthropology 206**.)

Prerequisite: Previous course in anthropology or sociology.

209c,d. Gender in Islam. Fall 2000. Ms. BUCKLEY.

Explores categories for interpreting, first, female symbolism in Islamic thought and practice and, second, women's religious, legal, and political status in Islam. Attention is given to statements on women in the Qur'an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public versus private spheres, individual versus society, Islamization versus modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. **Religion 208** is helpful, though not a prerequisite for this course. (Same as **Religion 209**.)

215b,d. Japan Through Its Women. Spring 2001. Ms. NAKAMURA.

In the last twenty years, Japanese women have moved from the backstage of Japanese society to becoming a vibrant new cultural and economic force. From Takarazuka male impersonators to office ladies with Gucci handbags, they have become the new lens through which to analyze Japan. Uses recent ethnographies on Japanese women to analyze identity, consumption, popular culture, and the complexities of gender in a modern society. (Same as **Anthropology 214** and **Asian Studies 214**.)

216c,d. African American Women and Social Transformation in the Twentieth Century. Spring 2001. Ms. PLASTAS.

Examines the political, social, and intellectual traditions of African American women from the turn of the century through the civil rights and second wave women's movement. Focuses on the club movement, suffrage, anti-lynching campaigns, internationalism, and educational reform. Explores how the matrix of gender, race, and class influenced the form of political activism. Readings include the works of Anna Julia Cooper, Addie Hunton, Mary Church Terrell, Ida B. Wells, Amy Jacques Garvey, Toni Cade Bambara, Angela Davis, and others. (Same as **Africana Studies 216** and **History 245**.)

219b. Sociology of Gender. Every fall. Fall 2000. Ms. RILEY.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men. (Same as **Sociology 219.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, and **Women's Studies 101** or a 200-level sociology course.

220c. Russian Film: Revolution and Work, Sex, and Violence. Every other spring. Spring 2002. Ms. KNOX-VOINA.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias; eternal revolution; individual freedom; collectivism; conflict between the intelligentsia and the common man; the "new Soviet woman"; nationalism; and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors required to do some reading in Russian. (Same as **Russian 221.**)

222c. Women in Russian Society and Culture. Every other fall. Fall 2000. Ms. KNOX-VOINA.

Studies the socially-constructed image of woman in Russian literature, art, and film. Focuses on the emergence of the "Woman Question" (1840s), work of female revolutionaries (1860–1917), creation of the myth of the New Soviet Woman (1920s–1950s), its deconstruction (1960s–1980s), and the appearance of a New Women's Prose (1990s). Cross-cultural analysis of female icon in Hollywood and Soviet film. Russian majors are required to do some of the reading in Russian. (Same as **Russian 222.**)

229c. Gender and Sexuality in Classical Antiquity. Fall 2000. Ms. KOSAK.

Explores male and female sexuality and gender roles in the ancient Greek and Roman world. What did it mean to be male or female? To what extent were gender roles negotiable? How did gender—and expectations based on gender—shape behavior? How did sexuality influence public life and culture? Using literary, documentary, and artistic evidence, the course examines the biological, social, religious, legal, and political principles that shaped the construction of male and female identities and considers the extent to which gender served as a fundamental organizational principle of ancient society. Also considers how Greek and Roman concepts of sexuality and gender have influenced our own contemporary views of male and female roles. All readings are done in translation. (Same as **Classics 229.**)

233c. Constructing Sexuality in the Enlightenment. Spring 2001. Ms. NICKEL.

Examines eighteenth-century literature in relation to recent histories of sexuality, based largely on the work of Michel Foucault. Considers whether modern identities emerged during the long eighteenth century and whether literature played an active role in the shaping of such categories. Investigates various topics, including marriage law and marriage practices, masturbation, sodomy, prostitution, pregnancy, adultery, cross-dressing, hermaphroditism, venereal disease, pornography, and homosexual subcultures as they figure significantly in the literature of the period. Authors may include Behn, Beckford, Charke, Cleland, Defoe, Etherage, Pope, Henry Fielding, Rochester, Sarah Scott, Swift, and Wycherley, along with non-literary texts from the period and selections from recent histories of sexuality. (Same as **English 232.**)

Prerequisite (beginning with the Class of 2002): one first-year seminar or 100-level course in English or Women's Studies.

[234c. Women, Art, and Society in Europe, 1350–1750.]**237b,d. Family, Gender, and Sexuality in Latin America.** Fall 2000. Ms. VAN VLEET.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous gender ideologies; Spanish and Portuguese colonization; marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; nationalism; compulsory heterosexuality; and the experiences of lesbians and gay men. Takes a comparative perspective and draws on a wide array of sources, including ethnography, film, fiction, and historical narrative. (Same as **Anthropology 237.**)

Prerequisite: Previous course in anthropology or sociology.

240c. English Romanticism I: Radical Sensibility. Every other year. Spring 2002. Mr. COLLINGS.

An examination of the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as radical individualism, middle-class feminism, and apocalyptic lyricism, as well as the defense of tradition, the challenge to the idea of progress, and the depiction of revolution as monstrosity. Authors may include Burke, Paine, Blake, Coleridge, Wollstonecraft, Hays, Godwin, Malthus, Wordsworth, Percy Shelley, and Mary Shelley. (Same as **English 240.**)

Prerequisite (beginning with the Class of 2002): one first-year seminar or 100-level course in English or Women's Studies.

244c. Victorian Genders. Every other year. Fall 2000. Ms. BRIEFEL.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243.**)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

246b. Human Rights and Transnational Social Movements. Fall 2000. Ms. COHN.

Explores the dynamics and effects of the transformation of the concept of human rights, from that focused on civil and political rights *vis-à-vis* the state, "human rights," to an inclusion of economic and social rights that incorporate non-state actors such as multinational corporations and encompass the "private," domestic sphere, as well as the public. Focuses on transnational movements against gender inequality as our main case study. We examine whether human rights is a universalizing western concept, how the discourse of human rights shapes and limits the kinds of political claims a movement can make, and the way right-wing religious and nationalist movements have made use of human rights discourse. (Same as **Sociology 246.**)

Prerequisite: **Sociology 101** or **Women's Studies 101**, or permission of the instructor.

248c. Music and Gender. Every other year. Spring 2001. Ms. HUNTER.

Is Beethoven's ninth symphony a marvel of abstract architecture, culminating in a gender-free hymn to human solidarity, or does it model the processes of rape? Why do we expect drummers in both jazz and rock bands to be male? What does the operatic soprano—powerfully-voiced, yet often destined to die—tell us about music and womanhood? Do your

own choices about music (as a performer or as a listener) reflect your gender? The course touches on both classical and popular Western music, and uses the musical experiences of students to address a series of questions about the intersections of music and gender. (Same as **Music 248**.)

Prerequisite: Previous course in Music or Women's Studies, or permission of the instructor.

252b,d. Women, Power, and Identity in India. Fall 2001. Ms. DICKEY.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234** and **Asian Studies 234**.)

Prerequisite: Previous course in anthropology, sociology, or Asian Studies.

253b. Constructions of the Body. Spring 2001. Ms. BELL.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Sociology 253**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and one of the following: **Women's Studies 101**, **Gay and Lesbian Studies 201**, or a 200-level Sociology course.

255c. Social History of Women in the United States, 1865 to the Present. Fall 2000. Ms. PLASTAS.

Using a multicultural framework, this course serves as both a history of women and a history of gender in the United States since 1865. Through reading diaries, memoirs, secondary, and literary texts, we examine how key moments of historical change—industrialization, modernization, urbanization—influenced women's lives and how women influenced those moments. We look at women's changing experiences within the institutions of home, work, religion, politics, and culture. A central theme throughout the class is the production of identity and the historicizing of difference. (Same as **History 249**.)

256c. Women in Religion. Spring 2001. Ms. PRITCHARD.

An analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism, the goddess movement as alternative society, and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Material drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Religion 253**.)

260c. Lesbian History and Social Thought in the Twentieth-Century United States. Spring 2001. Ms. PLASTAS.

An examination of the historical development of modern and post-modern lesbian identities, cultures, and resistance politics, grounded in the history of gender and sexuality. Studies, among other things, the influence of scientific discourse, urbanization, consumer culture, and women's rights on the formation of lesbian identities and communities. Explores contemporary debates within lesbian/queer theory. Students are required to attend evening films and lectures. (Same as **History 232**.)

262c. Drama and Performance in the Twentieth Century. Every other year. Spring 2001. Ms. REIZBAUM.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with attention to the ethnic and sexual politics attending all of these categories. (Same as **English 262** and **Theater 262**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

263c. Modern British Literatures. Every other year. Fall 2000. Ms. REIZBAUM.

Examines a century of significant writing in the "British Isles" or "United Kingdom" and investigates the national, political, and literary critical shifts in the creation and representation of these literatures. Includes all genres and cuts across national, cultural, and period boundaries. Likely topics include the Great War and "Englishness" (Wilfred Owen, Ezra Pound, Pat Barker), canonic and non-canonic modernisms (T. S. Eliot, Virginia Woolf, James Joyce, Djuna Barnes, Jean Rhys), and the colonial and post-colonial (E. M. Forster, Hanif Kureishi; films by Danny Boyle, Neil Jorden). Not open to students who have taken **English 261**. (Same as **English 263**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English or Women's Studies.

264c,d. Islamic Societies in Africa. Spring 2002. Mr. STAKEMAN.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264** and **History 264**.)

285c,d. Caribbean Women's Literature. Spring 2001. Ms. SAUNDERS.

Examines contemporary writing (poetry, novels, and essays) by Caribbean women writing from the Caribbean, Canada, Europe, and the United States through critical approaches that consider the extent to which Caribbean women are representing their cultural identities against colonial and national traditions that have denied their historical presence and constructed them as silent subjects. Writers include Erna Brodber, Olive Senior, Dionne Brand, Marlene Nourbese-Philip, and Jamaica Kincaid. (Same as **Africana Studies 285** and **English 285**.)

Prerequisite (beginning with the Class of 2002): One first-year seminar or 100-level course in English, Africana Studies, or Women's Studies.

300b,d. Capstone Seminar: Global Feminisms. Spring 2001. Ms. COHN.

Examines the political and social movement of women around the world and theories informing these movements. Some of the cultures under study include Indian, Latin American, Japanese, Middle Eastern, African, and Russian. Explores the particular social, cultural, political, historical, and economic context within which different women's movements arise. Focuses on the ways gender informs activities of everyday life in these cultures. Explores the social organization of gender in each country.

Prerequisite: Three courses in Women's Studies, including **101** and **201**, or permission of the instructor.

[301b,d. Capstone Seminar: The Differences Among Us: Race, Class, and Sexuality in Women's Lives.]

310c. Gay and Lesbian Cinema. Spring 2001. Ms. WELSCH.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; and the AIDS imperative. Writing-intensive; mandatory attendance at evening film screenings. (Same as **Film Studies 310.**)

Prerequisite: One previous film studies course, or permission of the instructor.

319c. French Women Writers. Fall 2000. Ms. OLLIER.

An exploration of female identity and narrative through the fictional and autobiographical writings of twentieth-century French women authors. Focuses on the representation of love, desire, the mother-daughter relationship, alienation, and transgression. Writers may include Colette, Simone de Beauvoir, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar, Christine Rochefort, Annie Ernaux, and Danièle Sallenave. Conducted in French. (Same as **French 319.**)

Prerequisite: Two of the following: **French 208, 209, or 210**, or permission of the instructor.

320c. What's Mine Is Yours: Women and Property in the Nineteenth Century. Spring 2001. Ms. BRIEFEL.

Examines the literary, legal, and theoretical discourses emerging around relations between women and property in the nineteenth century. Considers contemporary conceptions of women as property owners and objects of ownership; the impact of political debates on the fictions of the period, as well as the effects these fictions may have had on politics; and the differences between concrete (land, jewels, money) and figurative (secrets, memories, ideas) forms of property. Authors may include Austen, Braddon, Collins, Flaubert, Freud, James, Marx, Trollope, and Woolf. (Same as **English 322.**)

Prerequisite (beginning with the Class of 2002): One 100-level course or first-year seminar in English or Women's Studies.

[321c. The Victorian Age.]

322c. Race, Gender, and Ethnicity in British and European Society. Spring 2002. Ms. TANANBAUM.

An analysis of cultural traditions in Britain and Europe. Explores the impact of immigration on Britain and the Continent, notions of cultural pluralism, and the changing definitions and implications of gender in Britain and Europe from the late eighteenth century to the present. Students undertake a major research project utilizing primary sources. (Same as **History 322.**)

[323c. Spanish Cinema.]

[326c. Gender and Rise of the Novel.]

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in women's studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b,d. Racism. Fall 2000. MR. PARTRIDGE.

206b. Media Representations of Reality. Fall 2000. MR. JOHNSON.

275c,d. African American Fiction: Counterhistories. Every year. Fall 2000. MS. MUTHER.

276c,d. African American Poetry. Every other year. Spring 2001. MS. MUTHER.

Anthropology

[222b. Culture through Performance.]

Art

367c,d. From Cotton to Kente: Towards an Iconography of Black Art. Fall 2000. MS. MCGEE.

Economics

212b. Labor and Human Resource Economics. Fall 2000. MS. CONNELLY.

Education

202c. Education and Biography. Spring 2001. MS. MARTIN.

English

10c. Geographies of Reading. Spring 2000. MS. BRIEFEL.

241c. English Romanticism II: The Regency. Every other fall. Spring 2001. MR. COLLINGS.

252c. The Victorian Novel. Fall 2001. MS. BRIEFEL.

274c. Twentieth-Century American Poetry. Every other year. Spring 2001. MS. GOODRIDGE.

275c,d. African American Fiction: Counterhistories. Every year. Fall 2000. MS. MUTHER.

276c,d. African American Poetry. Spring 2001. MS. MUTHER.

[281c. Asian American Literature and Fictions of Identity.]

323c. The Sexual Child. Spring 2001. MR. COVIELLO.

Environmental Studies

214b. Science, Technology, and Society. Spring 2001. MR. BANDY.

222b. Introduction to Human Population. Spring 2001. MS. RILEY.

History

246c. Women in American History, 1600–1900. Spring 2001. MS. McMAHON.

248c. Family and Community in American History. Fall 2001. MS. McMAHON.

331c. A History of Women's Voices in America. Fall 2001. MS. McMAHON.

Religion

[249c. Monotheism in the Making in Western Religious Thought.]

Romance Languages

Spanish 208c. Spanish Culture. Fall 2000. Ms. CUETO-ASÍN.

Sociology

10b. Racism. Fall 2000. Mr. PARTRIDGE.

206b. Media Representation of Reality. Every other year. Fall 2000. Mr. JOHNSON.

214b. Science, Technology, and Society. Spring 2001. Mr. BANDY.

222b. Introduction to Human Population. Fall 2001. Ms. RILEY.

233b. Asian American Experience. Fall 2000. Ms. RILEY.

251b. Sociology of Health and Illness. Fall 2000. Ms. BELL.

252b. Sociology of Chronic Illness and Disability. Fall 2001. Ms. BELL.

Educational Resources and Facilities

BOWDOIN COLLEGE LIBRARY

Historically, Bowdoin College Library has had one of the most distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, with the advent of the information age, the Library combines its constantly growing treasury of traditional print material with a host of computerized services, providing access to a wealth of information resources located on campus, in libraries around the world, and on electronic information networks. The Library's collections, developed over a period of 200 years, exceed 900,000 volumes and include 2,100 current periodical and newspaper subscriptions, over 130,000 bound periodical volumes, 40,000 maps, over 25,000 photographs, more than 2,400 linear feet of manuscripts, and over 2,500 linear feet of archival materials. Approximately 15,000 volumes are added annually.

The Library serves as the intellectual heart of the campus, offering not only this vast array of print collections and electronic information databases, but also instructional programs in their use. The Library's World Wide Web-based Gateway (<http://library.bowdoin.edu>), accessible from all campus buildings through the campus computing network, serves as a central access point to a world of library and information resources. These include the Bowdoin library catalog, the catalog holdings of the Colby and Bates College libraries, electronic periodical indexes in a broad range of disciplines, the Library's subscriptions to hundreds of electronic full-text journals, and links to hundreds of additional e-text journals, reference works, and book collections. The Library Web Gateway also provides links to the enormous assortment of text and graphics-based resources available on the Web.

Librarians and faculty members work closely together to build information literacy skills and to encourage the use of library and electronic resources throughout the curriculum. Librarians also provide skill classes in using the Web and Web search engines, and they create Web pages offering research strategies for specific courses, as well as guides to resources for the major fields taught at Bowdoin.

The majority of the collection is housed in Hawthorne-Longfellow Library. The Library also boasts four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. The Hawthorne-Longfellow Library building was opened in the fall of 1965. In 1985, it was expanded to connect to Hubbard Hall, which contains five stack tiers topped by the Albert Abrahamson Reading Room, a bright, open study space. Hawthorne-Longfellow was remodeled and refurbished in 1993-94. Renovations are again underway in 2000-2001 to provide additional individual and group student study spaces, increased network access and expanded electronic services, improved instructional facilities, to renovate Special Collections and Archives, and to make the Library a more gracious and comfortable campus center.

Among the amenities in Hawthorne-Longfellow Library are an alcove offering new titles, works by Bowdoin authors, and an audio book collection, as well as a small children's corner for very young visitors. Bright reading areas afford attractive reading and study space, and reference areas offer banks of computer workstations, reference books and bibliographies, CD-ROM databases, and other indexes that support research use of the collections. The Library also houses United States and State of Maine government documents, a fifteen-station computer laboratory, and electronic classrooms for instruction in online resources and in the use of general and instructional software.

The third floor of Hawthorne-Longfellow Library holds Special Collections and Archives, including rare books and manuscripts, archives related to the history of the College, and the Senator George J. Mitchell collection. The third floor also hosts an Educational Technology Center, which opened in summer 1999. Staff located there work to integrate technology into teaching, learning, and library services. New technology facilities include the USG Corporation Library, Technology Seminar Room, multimedia production labs, and videoconferencing equipment that enables Colby, Bates, and Bowdoin faculty to team teach, share guest speakers, and collaborate in new ways.

The Library provides a number of services that extend access to resources not held locally. Reference librarians provide an active instruction program, training students to search remote on-line indexes, the World Wide Web, and full-text database services. Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates Colleges, and from other libraries throughout the country and the world, often incorporating the use of *Ariel* and other high-speed, high-resolution electronic document delivery services. The Web-based library catalogs of Colby, Bates, and Bowdoin may be searched simultaneously, and students and faculty may place their interlibrary loan requests directly online through catalog enhancements funded by the Andrew W. Mellon Foundation.

The Hatch Science Library, opened in the spring of 1991, offers science-related materials, including periodicals, microforms, maps, government documents, indexes in paper and electronic format, on-line database searching, and a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The William Pierce Art Library and the Robert Beckwith Music Library, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music.

The Library's first volumes—a set of the Count Marsigli's *Danubius Pannonica-Mysicus*, given to the College in 1796 by General Henry Knox—are still a part of its collections. In the early decades of the nineteenth century, Bowdoin College's library was among the largest in the nation, primarily because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine. Today, the Library remains one of the outstanding college libraries of the country and provides strong support for all of the College's curricular areas. Notable collection strengths lie in British and American history; French and American literature; Arctic studies; books by and about Thomas Carlyle; Maine history and Maine writers; anti-slavery and the Civil War; World War I; and modern European history.

The books, manuscripts, photographs, and other research materials in the Library's Special Collections and Archives serve an important function in introducing undergraduates—in their research projects, class assignments, and other independent work—to the experience of performing original research and evaluating primary source materials. In addition to the Bowdoin and Vaughan collections of early imprints are extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"); E. S. Curtis's *The North American Indian*; a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the

Mosher Press, the Southworth Press, and the Anthoensen Press; and the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine.

Special Collections also contains records of political figures, including Bowdoin alumni William Pitt Fessenden (Class of 1823), Ralph Owen Brewster (Class of 1909), and former U. S. Senate majority leader George J. Mitchell (Class of 1954) (this collection is featured on the Web at <http://library.bowdoin.edu/arch/mitchell/index.html>).

Other remarkable manuscript collections include the papers of General Oliver Otis Howard, director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and writings by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Gould, John Pullen, and Francis Russell. Access to these collections is enhanced by descriptive information on the library's Web site.

Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art and architecture, all housed in the exquisite Susan Dwight Bliss Room in Hubbard Hall.

In 1993, the Bowdoin College Archives was established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation. The Archives serves both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community, and students frequently incorporate archival material into their research.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a \$500,000 Challenge Grant from the National Endowment for the Humanities toward the current building renovations and to establish endowments for future purchases of information resources in the humanities. The Library benefits from the income of more than a hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

INSTRUCTIONAL MEDIA SERVICES

Instructional Media Services, an administrative unit of the Library, coordinates the services of the Language Media Center and Audiovisual Services to support academic and administrative programs.

The Language Media Center, in the basement of Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages. The center houses a major part of the Library collection of audiovisual materials, with special strength in the areas of foreign culture and film. It is equipped with a Tandberg audio-active language laboratory; twenty monitors and players for individual viewing of videodiscs and all international standards of videocassettes; and fourteen networked Macintosh computers with a variety of language-instructional software. A connected room featuring high-resolution video/data display accommodates up to thirty people for group viewing of multimedia productions and teleconferences. Foreign-language broadcasts received by seven satellite dishes are directed

to the lobby of the Language Media Center and to classrooms and faculty offices in Sills Hall. A campus video network allows for the broadcast of these signals to all classrooms and dormitories. A gift from the Andrew W. Mellon Foundation in 1996 to the foreign language departments of Bowdoin, Bates, and Colby Colleges supported the joint development of new multimedia applications and faculty development centers housed in each institution's foreign language resource center. An additional gift from Mellon supported the creation of a three-way videoconferencing system to support administrative and academic projects among the institutions.

Audiovisual Services, housed in Coles Tower, supports the academic program by providing and maintaining an array of portable and installed instructional technologies. Support also is provided for a wide range of co-curricular activities.

EDUCATIONAL TECHNOLOGY CENTER

The Educational Technology Center facilitates the integration of educational and informational technologies into teaching and research at Bowdoin. The staff of the center, in collaboration with staff members from the Hawthorne-Longfellow Library, Instructional Media Services, and Computing and Information Services, support and advise those who wish to enhance their teaching and research with innovative uses of technology. The Center provides technical, design, editorial, and project development opportunities for faculty and monitors trends in educational technology, such as changes to copyright laws, new techniques introduced by online-enhanced education, and the impact of technology on student learning.

COMPUTING AND INFORMATION SERVICES

Computing and Information Services (CIS) provides effective and efficient technology services to all members of the College community. To meet this challenge, CIS is divided into four groups: telecommunications, systems and communications, administrative computing, and academic computing/user services. Together they provide telephone services, Internet access, e-mail, central Unix systems and applications, administrative applications support, Banyan Vines file and print support, and all other desktop support services, including documentation, training, and hardware and software support.

CIS has many special-purpose servers dedicated to various functions, including academic research and instruction, administrative applications, e-mail, and file and print services, as well as many others.

Before they arrive, all students are given an e-mail account and Internet access. They also have basic telephone service, including voice mail, in their residence halls. If a student owns a computer and an Ethernet card, he or she may also choose to have Internet access in his or her dormitory room. Discounted long-distance telephone service and cable TV are available as options.

CIS maintains several public computer labs for use by any member of the College community. Both Macintosh and PC environments are supported. Lab machines include a wide assortment of popular software and are connected to the College-wide network and the Internet.

BOWDOIN COLLEGE MUSEUM OF ART

An art collection has existed at Bowdoin almost since the founding of the College. It came into existence through the 1811 bequest of James Bowdoin III and was one of the earliest to be formed in the United States. Bowdoin's gift consisted of two portfolios containing 141 old master drawings, among which was a superb landscape attributed to Pieter Bruegel the Elder, and 70 paintings. A group of Bowdoin family portraits was bequeathed in 1826 by James Bowdoin III's widow, Sarah Bowdoin Dearborn. Through the years, the collection has been expanded through the generosity of alumni, College friends, and members of the Bowdoin family, and now numbers 14,000 art objects.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker of Boston, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, were commissioned to decorate the museum's rotunda.

The museum holds an important collection of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is the full-length likeness of Brigadier General Samuel Waldo, generally regarded as the finest American portrait of the first half of the eighteenth century. The nine paintings by Gilbert Stuart include pendant portraits of Thomas Jefferson and James Madison. *Colonial and Federal Portraits at Bowdoin College*, published in 1966, describes this collection in detail.

The College's collection of ancient art contains sculpture, vases, terra cottas, bronzes, gems, coins, and glass of all periods of the ancient world. The most notable benefactor in this area was Edward Perry Warren, L.H.D. '26, the leading American collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, an acquisition facilitated for the College by Henri Byron Haskell M1855, are installed in the museum's rotunda. *Ancient Art in Bowdoin College*, published in 1964, describes these holdings.

The College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals and plaquettes presented by Amanda Marchesa Molinari; a fine group of European and American pictures and decorative arts given by John H. Halford '07 and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner, LL.D. '45, and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

The College's Winslow Homer Collection comprises works of art and memorabilia pertaining to the artist's career. In the fall of 1964, a gift from the Homer family brought to Bowdoin the major portion of the memorabilia remaining in the artist's studio at Prout's Neck, letters written over a period of many years to members of his family, and photographs of friends, family, and Prout's Neck. A large collection of wood engravings was later purchased to augment these holdings and to create a center for the scholarly study of the life and career of this important American artist.

In the late 1960s and early 1970s, the museum acquired through gift and purchase a survey collection of paintings, drawings, and prints by the American artist and illustrator Rockwell Kent.

The permanent collections also contain fine examples of the work of such nineteenth-century and twentieth-century American artists as Martin Johnson Heade, Eastman Johnson, George Inness, Thomas Eakins, John Singer Sargent, William Glackens, Marsden Hartley, Jack Tworck, Arshile Gorky, Franz Kline, Andrew Wyeth, D.F.A. '70, Leonard Baskin, and Alex Katz.

In 1982, the museum published the *Handbook of the Collections*, dedicated to the memory of John H. Halford '07. In 1985, a comprehensive catalogue of the College's permanent collection of old master drawings was published. *The Architecture of Bowdoin College*, an illustrated guide to the campus by Patricia McGraw Anderson, was published in 1988.

During 1993-94, the Museum of Art commemorated the bicentennial of Bowdoin College and the centennial of the Walker Art Building with the publication of a book titled *The Legacy of James Bowdoin III* and a series of major exhibitions. The book includes scholarly essays on the career and collections of the College's first patron, who was a merchant, agriculturalist, politician, and President Jefferson's minister to Spain. Additional essays discuss the campus life of the art collections left by James Bowdoin to the College, the intellectual foundations of the American college museum, the commission for the art building given by the sisters Harriet Sarah and Mary Sophia Walker in memory of their uncle Theophilus Wheeler Walker, and Walker family history.

In addition to exhibitions of the permanent collections, a lively temporary exhibition program, often featuring contemporary art, is designed to place the collections in larger contexts and expand traditional ways of seeing. Recent major exhibitions include *A Tale of Two Cities: Eugène Atget's Paris and Berenice Abbott's New York*; *Abelardo Morell and the Camera Eye*; *Skin and Bones: An Installation by Polly Apfelbaum*; and *Terry Winters: Prints*. Smaller exhibitions are organized with faculty and student involvement to supplement specific courses.

The College lends art objects in the custody of the museum to other institutions throughout the United States and, occasionally, to institutions abroad. The museum also sponsors educational programs including gallery talks and lectures to foster dialogue about the permanent collections and temporary exhibitions. Use of the collections in courses at the College is actively encouraged.

Members of the Association of Bowdoin Friends, a campus support group, participate in the wide variety of activities and programs sponsored by the museum. A group of volunteers conducts tours and assists the museum staff with clerical activities and educational programs. The museum recently was awarded a challenge grant by the Andrew W. Mellon Foundation that permanently endows a program of year-long internships at the museum for recent art history graduates and encourages use of the art collections in a broad variety of courses at the College.

The amount of space in the Walker Art Building more than doubled in 1976 following extensive renovation designed by Edward Larrabee Barnes. Two galleries for exhibiting the museum's permanent collection and two temporary exhibition galleries were added on the lower level. One of the new galleries was dedicated to the memory of John H. Halford '07; another, in memory of John A. and Helen P. Becker. In 1993, the Winslow Homer Seminar Room was established at the request of students for closer study and examination of works of art normally in storage. During the academic year, this space is used actively by faculty and students for course work and/or independent research projects.

THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 130 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats.

No formal courses are offered at the station, but students from Bowdoin and other institutions are encouraged to select problems for investigation on Kent Island during the summer and to conduct independent field work with the advice and assistance of the director, Professor Nathaniel Wheelwright. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Breckinridge Public Affairs Center

The Breckinridge Public Affairs Center is a 23-acre estate on the tidal York River in York, Maine. Owned and operated by Bowdoin College, the center is used for classes, seminars, and meetings of educational, cultural, and civic groups. Business and professional organizations also use the facility for planning sessions and staff development activities. The center includes a 25-room main house, a clay tennis court, and a 110-foot, circular, saltwater swimming pool. River House, which accommodates 19 overnight guests, was designed by Guy Lowell in 1905 and is on the National Register of Historic Places. The estate was given to Bowdoin in 1974 by Marvin Breckinridge Patterson, whose husband was the Honorable Jefferson Patterson of St. Leonard, Maryland. Named in honor of Mrs. Patterson's family, the estate is available for use April 1 through July 25, and September 17 through Thanksgiving, each year.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is about eight miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, and a terrestrial ecology laboratory, which

serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology, and the site has been widely used for studio art courses. In addition, the centrally-located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and new-growth forest.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by ten or twelve major lectures, in addition to lectures, panel discussions, and other presentations sponsored by the various departments of study and undergraduate organizations. These funds are administered by the Lectures and Concerts Committee and relevant departments.

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin*; her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables."

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an Overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to sponsor lectures under the auspices of the Department of Mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science under the sponsorship of the Department of Government.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

Alfred E. Golz Lecture Fund (1986): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to provide lectures under the sponsorship of the Department of Mathematics.

Karofsky Faculty Encore Lectures (2000): Supported by the Karofsky Family Fund established by Peter S. Karofsky, M.D., '62, Paul I. Karofsky '66, and David M. Karofsky '93 in 1992, the Karofsky Faculty Encore lectures feature one member of the Bowdoin faculty each semester who is selected by members of the senior class to speak at Common Hour.

Arnold D. Kates Lecture Fund (2000): Established by Mark B. Garnick, M.D., '68, a Trustee of the College, and Dr. Barbara Kates-Garnick, this fund is used to support periodic lectures, seminars, or colloquia at Bowdoin on scientific topics, with a preference for topics in the biological sciences or aspects related to the health sciences.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology."

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used to provide lectures on bird life and its effect on forestry.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide one lecture each semester, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalynne Spindel Bernstein H'97 and Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support a series of lectures to be delivered by men selected by the faculty. In addition to offering a course for undergraduates, the visiting professor on the Tallman Foundation gives public lectures on the subject of special interest.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from informal student repertory sessions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, Midcoast Symphony Orchestra, College Chorus, Concert Band, and Chamber Ensembles are part of the curricular program. Other groups, such as the Polar Jazz Ensemble and Bowdoin Conga Drums, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes Palestrina's *Missa Lauda Sion*, music of the African Diaspora, Jimi Hendrix, Handel's *Messiah* (with the Portland Symphony), and the music of Ecuador. Recent tours have taken the choir to Europe, Canada, New Orleans, and South America. The Bowdoin Chorus, which also tours, is a choral ensemble composed of students, faculty, staff, and community members. Recent performances by the Chorus include Brahms's *Liebeslieder Waltzes*, Rachmaninoff's *Liturgy of St. John Chrysostom*, Carl Orff's *Carmina Burana*, and the music of Latin America.

The Midcoast Symphony Orchestra is an auditioned, community-based ensemble in which qualified Bowdoin students perform. Its performances include works from the standard repertoire, such as Mozart and Beethoven symphonies, as well as more unusual selections and premieres of new student and faculty compositions. The Concert Band often performs at

campus ceremonies, such as Sarah and James Bowdoin Day, and it also plays on-campus concerts of the standard repertoire and contemporary arrangements. Chamber ensembles include string quartets, piano trios, brass and wind groups, and jazz combos. They are coached by Bowdoin faculty and other professionals.

Both early music and contemporary music receive considerable emphasis at Bowdoin. Early music is furthered through a collection of early instruments, such as violas da gamba, shawms, cornetti, and members of the lute family, as well as two harpsichords and a tracker-action organ, gift of Chester William Cooke III '57. Entire concerts are often devoted to a particular early-music repertoire, such as that of the sixteenth-century Spanish court. Recent visiting early-music artists include the Tallis Scholars, Musica Antiqua Köln, and harpsichordist Igor Kipnis.

There are also frequent visits by guest composers such as Karel Husa, Pauline Oliveros, George Crumb, and Thea Musgrave, and a biennial festival of contemporary choral music. Student compositions are often heard on campus. The performance of American music has included visits by professional jazz musicians such as pianist Kenny Barron, the group Orange Then Blue, and the production of Otto Luening's opera *Evangeline*.

Other visiting artists in recent years have included Eugenia Zukerman, the Los Angeles Piano Quartet, Joan Morris and William Bolcom, the Chinese Music Ensemble of New York, the Lydian String Quartet, and Kurt Ollmann '77. In addition to performing, the artists often teach master classes and hold discussions with students.

Bowdoin owns a collection of orchestral and band instruments and over twenty grand pianos available for use by students studying and performing music. Soloists and ensembles perform in a number of halls on campus, including Gibson Recital Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ. A new, 300-seat recital hall is planned for the former Curtis Pool Building. Private instruction is available in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments.

Theater and Dance

Dance

The dance component of the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed an academic curriculum. Each year, the Bowdoin Dance Group, the student performing ensemble, presents two concerts: an informal studio show in December and a major performance of student- and faculty-choreographed works in Pickard Theater in April. Students also perform at Parents' Weekend in the fall and at the Museum of Art in May and additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, but independent work is also presented.

A co-curricular, student-run performance group called VAGUE was founded in 1989. VAGUE (an acronym for "Very Ambitious Group Under Experiment") performs as part of Bowdoin Dance Group concerts and in other shows on and off campus. VAGUE's faculty advisor is the chair of the Department of Theater and Dance.

Dance concerts are presented in the Sargent Gym or Memorial Hall Dance Studios, Pickard Theater, Wish Theater, and the Museum of Art, as well as in unconventional spaces such as the Smith Union, the squash courts, or outdoors on the Quad. Renovation of Memorial Hall this year provides a second dance studio with skylights and a sprung wooden floor, as well as a new state-of-the-art flexible theater designed for both theater and dance.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. A partial list includes Alvin Ailey Repertory Ensemble, Johanna Boyce, Art Bridgman and Myrna Packer, Richard Bull Dance Company, Merce Cunningham, David Dorfman Dance, Douglas Dunn, Meredith Monk, Mark Morris, Phoebe Neville, Wendy Perron, Pilobolus, Dana Reitz, Kei Takei, UMO Performance Ensemble, Doug Varone, Trisha Brown Company, and David Parker and the Bang Group; and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. Choreographer Deborah Hay will be on campus for a residency in 2001. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and sometimes are commissioned to create choreography especially for the Bowdoin dancers.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department.

The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental productions have included the premiere of Elizabeth Wong's *China Doll*, Elizabeth Egloff's *Phaedra*, Caryl Churchill's *Vinegar Tom*, Shakespeare's *Macbeth*, and a student-directed *The Taming of the Shrew*. In conjunction with the department's activities, visiting artists present performance workshops and professional courses in a variety of areas. The department has sponsored several residencies and performances by artists such as Spalding Gray and Dan Hurlin (both Obie-award-winning performance and theater artists).

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. Major renovations of Memorial Hall, completed in spring 2000, include a complete remodeling of the main theater; construction of the 150-seat, flexible Wish Theater, made possible by an extraordinary gift from Barry N. Wish '63 and Oblio Wish; and a fully-equipped design classroom, new seminar rooms, expanded rehearsal space, and a new dance studio.

Masque and Gown sponsors an annual, student-written, one-act play festival, a sixty-year-long tradition, partially underwritten by the generous gift of Hunter S. Frost '47. In addition to the one-act play festival, Masque and Gown presents one major production and numerous other plays throughout the year. An executive committee of undergraduates elected by its members consults with the group's academic advisor to determine the program for each year. The board organizes production work and takes responsibility for the club's publicity. Masque and Gown members work as actors, playwrights, directors, designers, builders, painters, electricians, stage hands, publicists, and producers.

Student Affairs

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. *The Bowdoin College Student Handbook* provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: <http://www.bowdoin.edu>.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook*.

RESIDENTIAL LIFE

As a residential College, Bowdoin is committed to the learning process that takes place both in and outside the classroom. On February 22, 1997, the Commission on Residential Life's *Interim Report* was submitted to and approved unanimously by the Board of Trustees of the College. This report defines and describes a new conception of residential life for Bowdoin College, based on a model of broad House membership that includes all students. For more information, see the *Student Handbook*.

The Office of Residential Life is responsible for the management of the residential life program, the development of the College House System, and the maintenance of a healthy and safe community. These responsibilities include: planning educational and social programs; connecting students to support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders, the Office of Residential Life, and the Office of the Dean of Student Affairs.

SECURITY

The College Security department provides a uniformed security staff 24 hours a day to respond to emergencies and to maintain a regular patrol of the campus. The Security Office is located in Rhodes Hall. The **Security Office** is staffed 24 hours a day, seven days a week. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500

Non Emergencies - Ext. 3314 or 725-3314

Business - Ext. 3458 or 725-3458

Security is a community responsibility. All community members have an obligation to report suspicious activities, criminal activity, emergencies, and unsafe conditions immediately to insure a safe environment.

Information about personal safety, vehicle registration, parking and shuttle service is contained in the *Student Handbook*.

STUDENT GOVERNMENT

Bowdoin student government was reformed in Spring 1997 to create a larger governing body that consists of two parts, a Student Assembly and an Executive Committee. The Student Assembly consists of twenty-five students including each of the four class presidents, one inter-house council (IHC) representative, four open positions, the chair of the Student Activities Fee Committee, and representatives from the six College Houses. The four open positions are determined by interviews conducted by the Executive Committee, to which all students are eligible to apply. The Executive Committee consists of nine students elected at large with the specific purpose of overseeing the Student Assembly and all chartered student organizations, as well as presenting student opinion to the faculty and the administration.

This reform of Bowdoin student government was made in order to achieve the following four goals:

1. To improve student access to members of student government,
2. To close the communication gap between College committees and student government,
3. To ensure that a diversity of student interests is represented in student government,
4. To create an accessible and dynamic forum in which student issues and concerns can be raised and debated.

The full text of the revised Bowdoin student government Constitution is in the *Student Handbook* and on the College's Web site.

STUDENT ACTIVITIES

Student organizations present an array of programs, services, and activities for the College community. Membership in all organizations is open to all students. Among the oldest groups are the Outing Club, the *Orient*, and Masque and Gown, a student-run dramatic organization. Between five and ten new student organizations or clubs are formed each year. For a complete list and description of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a building; it is an organization that responds to the needs of all members of the College community.

The Smith Union contains the Student Activities Office, a game room/recreation area, the student-run Jack Magee's Pub, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the mailroom, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA), sponsoring one of the largest athletic programs within its division. Intercollegiate teams compete on the Division III level. In Division III, financial aid is need-based. Students who play at the varsity level at Bowdoin are students first and athletes second.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools committed to academic excellence and athletics with the student athlete's best interests at heart. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. These schools are also linked in efforts to provide safe, productive environments for students to learn and grow while engaging in rigorous academic pursuits.

Alcohol Policy

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices in regard to the use of alcohol. All of the colleges and universities in the Conference have long encouraged their students to sponsor social programs that do not involve alcohol, and have launched campaigns to alert students to the dangers of abusive drinking, and have shared data and strategies that work to curtail abuse.

Students attending NESAC schools should understand that these campuses take strong stands against abusive drinking and its negative side effects. The vast majority of students who choose to drink alcohol do so responsibly. Those who abuse alcohol are addressed with a combination of discipline and education.

Intercollegiate and Club Programs

Bowdoin's athletic program complements students' academic experience and encourages participation by maximizing the number and variety of athletic opportunities in varsity, club and intramural sports. Thirty varsity sports, six club sports, three levels of intramural competition in ten sports and over twenty physical education courses are all a part of the athletic program. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If and when conflicts do occur, students are responsible for consulting with their instructors well in advance. Excusing students from academic obligations may occur solely at the discretion of the faculty.

Bowdoin ensures that athletes receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection, grading, living accommodations, or financial aid. Similarly, athletes are not denied rights and opportunities that would be available to other students.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, track (winter and spring), golf.

Women: Basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball, golf.

Coed: Sailing.

Club Programs: Crew, rugby, Ultimate Frisbee, water polo, men's volleyball, equestrian.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESAC and in New England.

Bowdoin's coaches are excellent resources for students, providing athletic guidance and instruction, and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include: Morrell and Sargent gymnasiums; the Dayton Ice Hockey Arena; ten singles and one doubles squash courts; the Sidney Watson Fitness Center; a multipurpose/aerobics room; new all-weather tennis courts; a 400-meter, 6-lane outdoor track; Farley Field House, which houses a 6-lane, 200-meter track and four regulation tennis courts; Greason Pool, a unique 16-lane, 114-foot by 75-foot swimming pool with two 1-meter and one 3-meter diving boards; the new Bowdoin Squash Center with 7 international squash courts; 35 acres of playing fields; and locker room and training room facilities.

Physical Education

The Athletic Department offers an instructional program in a wide variety of activities utilizing campus and off-campus facilities. These activities have been selected to provide the entire on-campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure-time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

Please contact Coach Jane Paterson, Physical Education Coordinator, at Ext. 3310 (email: jpaterso@bowdoin.edu) with any questions or special interests.

WOMEN'S RESOURCE CENTER

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street) and shares the building with the Women's Studies Program and the offices of the Bowdoin Women's Association (BWA), Safe Space, and Bowdoin's Gay-Straight Alliance (BGSA). The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff, and community members. It also sponsors off-campus trips to selected conferences and events. The WRC houses a resource collection of books and current periodicals on women's and gender issues. Readings for Women's Studies courses are often held on reserve at the WRC for students to use in the building. The WRC publishes a newsletter, *WomeNews*, jointly with the Women's Studies program and posts current information about news and events on and off campus. The WRC's Web site (<http://academic.bowdoin.edu/wrc>) posts contact information, an up-to-date listing of events, links to other resources at Bowdoin, and information on WRC history.

CAREER PLANNING CENTER

<http://www.bowdoin.edu/dept/CPC>

The Career Planning Center (CPC) complements the academic mission of the College. A major goal of the Center is to introduce undergraduates to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early in their college years for counseling and information on internships and summer jobs. The CPC assists seniors and recent graduates in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, networking, using the Internet as a job search tool, and refining job-hunting techniques. Career exploration days, panel discussions, and informational meetings throughout the year are designed to broaden students' awareness of their career options and to enhance their understanding of the job market. Programming and advising regarding graduate and professional school study are offered as well. In counseling style and program content, the CPC addresses the needs of those with diverse interests, values, and expectations.

Each year, nearly 75 private sector and non-profit employers and 80 graduate and professional schools participate in the on-campus recruiting program. An additional 100 employers participate in interviewing consortia in Boston and New York City. The office maintains a comprehensive web site; houses informational materials on nearly 1,000 summer, semester, and January internships; and provides access to over 2,000 online job leads and nearly 10,000 internship listings through participation in the Liberal Arts Career Network and experience. com.

The Career Planning Center continually updates an extensive alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A weekly on-line bulletin publicizes all CPC events and programs in addition to internship and job openings.

HEALTH SERVICES

The Dudley Coe Health Center, located at the head of the mall between the Smith Union and the Moulton Union, provides primary medical and nursing care on a walk-in basis to the Bowdoin community. Clinic hours are Monday through Friday, from 8:30 a.m. to 6:00 p.m. Physicians, registered nurses, a physician's assistant, a nurse practitioner, and a radiologic technologist work together to staff the student health services. Complete gynecologic services, a laboratory, and x-ray facilities are also available. Gynecologic services, complete physical exams, and physician visits are by appointment, which can be scheduled by calling Ext. 3770.

The Health Center is an international travel immunization site for the State of Maine. Travel vaccinations, health recommendations, and off-campus study physicals are available by appointment.

Emergency and after hours care is provided by the local hospitals, both within one mile of campus. Mid-Coast Hospital (207-721-0181) and Parkview Hospital (207-729-1641) both operate 24-hour, fully-staffed emergency rooms and urgent care centers. Security (Ext. 3500) will help with transportation. The Health Center does not provide clinical services during school vacations.

All students are covered by a mandatory health insurance policy carried by the College. Payment of medical claims is the responsibility of the student. Questions about medical claims may be referred to Brenda Rice (Ext. 3148), insurance coordinator. The Health Center is a valuable resource for health information. The staff is eager to discuss health-related issues with students and has educational resources available in the waiting room. The Health Center supports the efforts of several peer health education groups and works with other campus groups to provide campus-wide programming.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals (trained in psychology, social work, or counseling) who are dedicated to helping students resolve personal and academic difficulties and maximize their psychological and intellectual potential. The counseling staff assists students who have concerns about anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug use, sexual assault, eating disorders and body image, sexuality, intimate relationships, and many other matters. In addition to providing individual and group counseling, the staff conducts programs and workshops and provides training and consultation for the Bowdoin community. When

appropriate, counselors may refer students to a consulting psychiatrist for evaluation regarding psychoactive medication. The Counseling Service maintains a particularly strong commitment to meeting the needs of underrepresented groups and enhancing cross-cultural understanding. Information disclosed by a student to his or her counselor is subject to strict confidentiality.

Students may schedule a counseling appointment by calling Ext. 3145 or stopping by the office at 32 College Street. Regular hours are from 8:30 a.m. to 5:00 p.m., Monday through Friday. A walk-in hour is available each weekday from 4:00 p.m. to 5:00 p.m. for student concerns warranting immediate attention. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Bowdoin Security (Ext. 3500). The Counseling Service does not provide clinical services during school vacations.

The Counseling Service staff also provides brief counseling and referral services to all Bowdoin employees through the College's Employee Assistance Program (EAP). Employees may call the Counseling Service to schedule an appointment during regular hours, or may arrange to see an off-campus EAP counselor (Anne Funderburk, L.C.S.W.) by calling 729-7710.

Alumni and Community Organizations

Alumni Association

The Bowdoin College Alumni Association has as its purpose “to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good.” Membership is open to former students who during a minimum of one semester’s residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Alumni Council.

Alumni Council

Officers: William E. Chapman II ’63, president; Michel J. LePage ’78, vice president; Kevin Wesley ’89, secretary and treasurer.

Elected and appointed members of the Alumni Council are listed on pages 306–307.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

The recipient in 2000 was Iris Davis ’78.

Alumni Award for Faculty and Staff: Established in 1963, this award is presented each year “for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni.”

The recipients in 2000 were Charles J. Butt, Coach, Men’s and Women’s Swimming, and Lucie G. Teegarden, Director of Publications.

Distinguished Educator Award: Established in 1964, this award recognizes outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

The recipient in 2000 was John B. Grant ’58, retired teacher and guidance counselor, Lincoln Academy, Newcastle, Maine.

Foot Soldier of Bowdoin Award: Established in 1999 through the generosity of David Z. Webster ’57, this award is presented annually to one who exemplifies the role of a foot soldier of Bowdoin through his or her work for the development programs, BASIC, and/or other alumni programs during the prior year. In addition to an award, a scholarship is awarded each year in the name of the award-winner to a deserving Bowdoin undergraduate.

The recipient in 2000 was Edward E. Langbein, Jr. ’57.

Polar Bear Awards: Established in 1999, these award, up to six of which may be awarded annually, recognize significant personal contributions and outstanding dedication to Bowdoin. The award honors a record of service rather than a single act or achievement.

The recipients in 2000 were Douglas C. Bates ’66, John J. Beades, Jr. ’60; David V. Cox ’80 (posthumously); Charles E. Prinn III ’61; William F. Springer ’65; and Nathan W. Watson ’35.

Young Alumni Service Award: Established in 1999, these awards, up to two of which may be awarded annually, recognize distinguished and outstanding service to Bowdoin among members of the ten youngest classes. The award honors a record of service rather than a single act or achievement.

The recipient in 2000 was Holly N. Pompeo '92.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published four times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College.

Bowdoin Alumni Schools and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 600 alumni in the United States and several foreign countries which assists the Admissions Office in the identification and evaluation of candidates. BASIC responsibilities include providing alumni interviews for applicants when distance or time precludes a visit to Brunswick, representing the College at local "college fair" programs, and, in general, serving as liaison between the College and prospective students.

Alumni Fund

The principal task of the Bowdoin Alumni Fund is to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience. In 1998-99, the Fund total was \$4,588,894, with 53.5% alumni participation.

Chair: David G. Brown '79.

Directors: Richard E. Burns '58, Robert R. Forsberg, Jr. '85, Bruce J. Lynskey '77, Stephen P. Maidman '76, Holly N. Pompeo '92, Peter E. Sims '98, John A. Whipple '68, Gail Worthington '85.

Alumni Fund Awards

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

A recipient in 1999 was not named.

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

The recipient in 1998 was the Class of 1964, Howard V. Hennigar, class agent, and Peter M. Small, special gifts chair.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 1999 was the Class of 1974, Stuart M. Cohen and Timothy C. Woodcock, class agents, and Bruce P. Shaw, special gifts chair.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 1999 was the Class of 1989, Kathleen McKelvey Burke and Todd Remis, class agents, and Katherine S. Erda and Cynthia A. Harder Polikoff, special gifts chairs.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

The recipient in 1999 was the Class of 1989, Kathleen McKelvey Burke and Todd Remis, class agents, and Katherine S. Erda and Cynthia A. Harder Polikoff, special gifts chairs.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class which, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

The recipients in 1999 was the Class of 1954, Herbert P. Phillips, class agent, and Albert F. Lilley, special gifts chair.

Harry K. Warren Trophy: Awarded annually beginning in 1998, the Harry K. Warren Trophy recognizes the two reunion classes achieving the highest percentage of participation.

The recipients in 1999 were the Class of 1974, Stuart M. Cohen and Timothy C. Woodcock, class agents, and Bruce P. Shaw, special gifts chair; and the Class of 1964, Howard V. Hennigar, class agent, and Peter M. Small, special gifts chair.

Robert M. Cross Awards: Established by the directors in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The recipient in 1999 was George L. Hill '39.

The President's Cup for Alumni Giving: Established by the Development Committee of the Governing Boards in 1985, two cups are awarded annually—one for classes out of college forty-nine years or less, and one for classes out of college fifty years or more. The awards are presented on the basis of the total giving effort of a class, with all gifts actually received by or for the benefit of the College during the academic year eligible.

A recipient in 1999 was not named.

\$300,000 Club: Established by the Alumni Fund directors in 1999, the \$300,000 Club recognizes each class agent and special gifts chair who has led his or her class over the \$300,000 figure during an Alumni Fund year.

The recipients in 1999 were Howard V. Hennigar and Peter M. Small, Class of 1964.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

The Society of Bowdoin Women continues to adapt its focus to support the changing needs of the College. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's

varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

The Society's programs and activities are made possible by dues, contributions, and bequests. Membership is open to any interested person by payment of annual dues of \$3.00.

Officers: Kimberly Labbe Mills '82, immediate past president; Blythe Bickel Edwards, honorary president; O. Jeanne d'Arc Mayo, president; Joan R. Shepherd, treasurer; Martha B. Heussler, activities coordinator; Mary Scott Brownell, secretary.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a volunteer group of midcoast-area residents who share an interest in the well-being of the College. Its mission states "the association strengthens the relationship between Bowdoin and the community, affording members the opportunity to support and engage in the life of the College." Some members are alumni or otherwise have direct ties to the College, while most are simply interested members of the community. Members regularly attend lectures, concerts, performances, and special events on campus, and many audit classes. Activities sponsored by the Friends include receptions and dinners held in conjunction with presentations by Bowdoin faculty and students, activities in association with athletic events, and bus trips to New England museums. Through the Friends Fund, many members actively support the College library, museums, athletics, and performing arts programs.

Bowdoin Friends are invited to become involved in the life of the College through the Host Family Program. Administered by the Office of Residential Life, the Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

A \$25 annual fee is required of all Bowdoin Friends who wish to receive copies of the College calendar and magazine. Additional benefits of membership include discounts to many campus events, free library borrowing privileges, and discounts at the museum shops.

Steering Committee for 2000–2001: Paul Clark, Eileen Fletcher, Elmira Gearhart, Roy Heely '51, John Hodge, Libby Irwin, David Millar, Barbara Norton, Christopher Outwin, Barbara Reinertsen; Larry Clampitt, *Host Family Program liaison*; Warren Dwyer, *Friends Fund liaison*; Edward E. Langbein '57, *alumni liaison*; Peggy Schick Luke, *administrative manager*; and Joan Viles, *secretary*.

Summer Programs

BOWDOIN COLLEGE summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

Upward Bound, in its thirty-fifth year at Bowdoin, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, and separately incorporated in 1998, the **Bowdoin Summer Music Festival, Inc.** comprises a music school, a concert series featuring internationally acclaimed guest artists and the Festival's renowned faculty, and the nationally recognized Gamper Festival of Contemporary Music. Approximately 200 gifted performers of high school, college, and graduate school levels participate in a concentrated six-week program of instrumental and chamber music and composition studies with the Festival's faculty, which is composed of teacher-performers from the world's leading conservatories.

The Hockey Clinic, under the direction of the Athletic Department, began at Bowdoin College in 1971. Boys and girls, ranging from nine to eighteen years old, come from throughout the United States to train with Bowdoin coaches as well as coaches from other prep schools and academies with outstanding hockey programs.

Each year additional camps are offered by members of the athletic staff in baseball, diving, tennis, basketball, field hockey, lacrosse, and soccer. A day camp for children entering grades 1-9 is based in Farley Field House.

In addition to the four long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Events and Summer Programs Office, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities. For more information on camps, workshops, and conference, visit our web site at http://www.bowdoin.edu/cwis/publications/catalogue/summer_programs.html.

Officers of Government

PRESIDENT OF THE COLLEGE

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College.

BOARD OF TRUSTEES

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia), *Chair*. Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997. Term expires 2002.

D. Ellen Shuman, A.B. (Bowdoin), M.P.P.M. (Yale), *Vice Chair*. Elected Overseer, 1992.* Term expires 2003.

Linda Grace Baldwin, A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Trustee, 2000. Term expires 2005.

Deborah Jensen Barker, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 1999. Term expires 2004.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2001.

David G. Brown, A.B. (Bowdoin), M.B.A. (Dartmouth). Elected Trustee, 2000. Term expires 2005.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2005.

Tracy Jean Burlock, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2001.

Geoffrey Canada, A.B. (Bowdoin), M.Ed. (Harvard). Elected Overseer, 1995.* Term expires 2001.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989.* Term expires 2001.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994.* Term expires 2005.

Philip R. Cowen, B.S., M.B.A. (New York University). Elected Overseer, 1993.* Term expires 2004.

Michele Gail Cyr, A.B. (Bowdoin), M.D. (Dartmouth). Elected Trustee, 2000. Term expires 2005.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992.* Term expires 2003.

Stanley Freeman Druckenmiller, A.B. (Bowdoin). Elected Overseer, 1991.* Term expires 2002.

* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term. Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

- Marc Bennett Garnick**, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2001.
- Wanda Fleming Gasperetti**, A.B. (Bowdoin), M.P.A. (Harvard). Elected Trustee, 1999. Term expires 2004.
- Leon Arthur Gorman**, A.B., B.D., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994. Term expires 2002.
- Laurie Anne Hawkes**, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. Term expires 2003.
- William Harris Hazen**, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1981; elected Trustee, 1993. Term expires 2001.
- Dennis James Hutchinson**, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2003.
- William Sargent Janes**, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2002.
- Gregory E. Kerr**, A.B. (Bowdoin), M.D. (New York University), M.B.A. (Columbia). Elected Trustee, 2000. Term expires 2005.
- Samuel Appleton Ladd III**, A.B. (Bowdoin). Elected Overseer, 1991.* Term expires 2002.
- James Walter MacAllen**, A.B. (Bowdoin), M.B.A. (Virginia). Elected Overseer, 1995.* Term expires 2001.
- Nancy Bellhouse May**, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996. Term expires 2001.
- Barry Mills**, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia). Elected Overseer, 1994.* Term expires 2005.
- Jane McKay Morrell**, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2002.
- Richard Allen Morrell**, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989. Term expires 2002.
- David Alexander Olsen**, A.B. (Bowdoin). Elected Overseer, 1986.* Term expires 2003.
- Michael Henderson Owens**, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988.* Term expires 2005.
- Edgar Moore Reed**, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1995. Term expires 2001.
- Linda Horvitz Roth**, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2003.
- Lee Dickinson Rowe**, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2001.
- Joan Benoit Samuelson**, A.B. (Bowdoin). Elected Overseer, 1995.* Term expires 2001.
- Steven M. Schwartz**, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 1999. Term expires 2004.
- Carolyn Walch Slayman**, B.A. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988. Term expires 2001.
- Peter Metcalf Small**, A.B. (Bowdoin). Elected Overseer, 1988.* Term expires 2005.
- Donald Bertram Snyder, Jr.**, A.B. (Bowdoin). Elected Overseer, 1992.* Term expires 2003.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998. Term expires 2003.

John Joseph Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2003.

Frederick Gordon Potter Thorne, A.B. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1982. Term expires 2003.

Leslie Walker, A.B. (Bowdoin). Elected Overseer, 1995.* Term expires 2001.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia). Elected Overseer, 1988.* Term expires 2005.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 2004.

Barry Neal Wish, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994. Term expires 2002.

John Alden Woodcock, Jr., A.B. (Bowdoin), M.A. (University of London), J.D. (Maine). Elected Trustee, 1996. Term expires 2001.

Donald Mack Zuckert, A.B. (Bowdoin), LL.B. (New York University). Elected Overseer, 1987; elected Trustee, 1995. Term expires 2003.

Robert H. Millar, A.B. (Bowdoin), B.Div. (Yale), *Secretary*. Elected 1991, re-elected 1996. Term expires 2001.

Anne W. Springer, A.B. (Bowdoin), *Assistant Secretary*. Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Term expires 2004.

Richard A. Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Secretary of the College and Staff Liaison to the Trustees.

EMERITI

I. Joel Abromson, A.B. (Bowdoin). Elected Overseer, 1994; elected emeritus, 2000.

Charles William Allen, A.B. (Bowdoin), J.D. (Michigan), LL.D. (Bowdoin). Elected Overseer, 1967; elected emeritus, 1976.

Thomas Hodge Allen, A.B. (Bowdoin), B.Phil. (Oxford), J.D. (Harvard). Elected Overseer, 1985; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Peter Charles Barnard, A.B. (Bowdoin), A.M. (Middlebury). Elected Secretary, 1977; elected secretary of the president and trustees emeritus and overseer emeritus, 1991.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986; elected emeritus, 1998.

Rosalynne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine), LL.D. (Bowdoin). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston University). Elected Overseer, 1970; elected emeritus, 1985.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brontas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976; elected emeritus, 1988.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991; elected emeritus, 1997.

David Watson Daly Dickson, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Litt.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1975; elected emeritus, 1982.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green, Jr., A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986; elected emeritus, 1998.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

- Merton Goodell Henry**, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.
- Caroline Lee Herter**. Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.
- Regina Elbinger Herzlinger**, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.
- The Reverend Judith Linnea Anderson Hoehler**, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.
- John Roscoe Hupper**, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.
- Roscoe Cunningham Ingalls, Jr.**, B.S. (Bowdoin). Elected Overseer, 1968; elected Trustee, 1973; elected emeritus, 1989.
- William Dunning Ireland, Jr.**, A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.
- Judith Magyar Isaacson**, A.B. (Bates), A.M., LL.D (Bowdoin). Elected Overseer, 1984; elected emerita, 1996.
- Lewis Wertheimer Kresch**, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.
- Albert Frederick Lilley**, A.B. (Bowdoin), LL.B. (Virginia), J.D. Elected Overseer, 1976; elected emeritus, 1988.
- Herbert Mayhew Lord**, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980; elected emeritus, 1992.
- George Calvin Mackenzie**, A.B. (Bowdoin), A.M. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1998.
- John Francis Magee**, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine), LL.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.
- Cynthia Graham McFadden**, A.B. (Bowdoin), LL.B., J.D. (Columbia). Elected Overseer, 1986; elected emerita, 1995.
- Malcolm Elmer Morrell, Jr.**, A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1974; elected emeritus, 1986.
- Robert Warren Morse**, B.S. (Bowdoin), Sc.M., Ph.D. (Brown), Sc.D. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.
- Norman Colman Nicholson, Jr.**, A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.
- Campbell Barrett Niven**, A.B. (Bowdoin). Elected Overseer, 1986; elected emeritus, 1998.
- Payson Stephen Perkins**, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.
- William Curtis Pierce**, A.B. (Bowdoin), LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1967; elected emeritus, 1981.
- Everett Parker Pope**, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.

- Louis Robert Porteous, Jr., A.B.** (Bowdoin), LL.D. (Portland School of Art). Elected Overseer, 1982; elected emeritus, 1994.
- Hollis Susan Rafkin-Sax, A.B.** (Bowdoin). Elected Overseer, 1988; elected emerita, 2000.
- Peter Donald Relic, A.B.** (Bowdoin), M.A. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987; elected emeritus, 1999.
- Thomas Prince Riley, A.B.** (Bowdoin). Elected Secretary, 1955; elected emeritus, 1983.
- Alden Hart Sawyer, Jr., A.B.** (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.
- Jill Ann Shaw-Ruddock, A.B.** (Bowdoin). Elected Overseer, 1994; elected emerita, 2000.
- Robert Nelson Smith, Lieutenant General (Ret.), B.S.** (Bowdoin), Ph.D., LL.D. (Kyung Hee University). Elected Overseer, 1965; elected emeritus, 1978.
- John Ingalls Snow, A.B.** (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986; elected emeritus, 1992.
- Phineas Sprague, A.B.** (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.
- Terry Douglas Stenberg, A.B.** (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.
- Deborah Jean Swiss, A.B.** (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.
- Raymond Stanley Troubh, A.B.** (Bowdoin), LL.B. (Yale). Elected Overseer, 1978; elected emeritus, 1990.
- Lewis Vassor Vafiades, A.B.** (Bowdoin), LL.B. (Boston University). Elected Overseer, 1973; elected emeritus, 1979.
- William David Verrill, A.B.** (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.
- Mary Ann Villari, A.B.** (Bowdoin), J.D. (Boston University). Elected Overseer, 1987; elected emerita 1999.
- William Grosvenor Wadman, A.B.** (Bowdoin). Elected Overseer, 1988; elected emeritus, 2000.
- Winthrop Brooks Walker, A.B.** (Bowdoin), LL.B. (Harvard). Elected Overseer, 1966; elected Trustee, 1970; elected emeritus, 1986.
- Harry K. Warren, A.B.** (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.
- Timothy Matlack Warren, A.B.** (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.
- George Curtis Webber II, A.B.** (Bowdoin), LL.B. (Harvard). Elected Secretary, 1983; elected emeritus, 1986.
- Russell Bacon Wight, Jr., A.B.** (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.
- Richard Arthur Wiley, A.B.** (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.
- Elizabeth Christian Woodcock, A.B.** (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985; elected emerita, 1997.

Officers of Instruction

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College. (1990)†

†*Date of first appointment to the faculty.*

* *Indicates candidate for doctoral degree at time of appointment.*

Faraj Abu-Hasanayn, B.S., M.S. (American University of Beirut), Ph.D. (Rutgers), Visiting Assistant Professor of Chemistry. (2000)

Brian Ainscough, B.A. (Fairleigh Dickinson), Coach in the Department of Athletics. (2000)

Michele K. Amidon, B.A. (St. Lawrence), Coach in the Department of Athletics. (1996)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus and Ear-Training Instructor. (Adjunct.)

Pamela Ballinger, B.A. (Stanford), M.Phil (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Anthropology. (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California-Santa Barbara), Assistant Professor of Sociology. (1998)

William H. Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (1975)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Assistant Professor of Physics. (1999)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Assistant Professor of Geology. (1998)

Charles R. Beitz, A.B. (Colgate), M.A. (Michigan), M.A., Ph.D. (Princeton), Professor of Government. (1991)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), Professor of Sociology. (1983)

Gretchen Berg, B.A. (Antioch), Ed.M. (Harvard), Lecturer in Theater. (Adjunct.)

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Stanley E. Blake, A.B. (Bowdoin), M.A. (SUNY-Stonybrook), Visiting Instructor in History. (2000)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Professor of Classics. (1980)

Aviva Briefel, B.A. (Brown), M.A. (Harvard), Instructor in English.* (2000)

Richard D. Broene, B.S. (Hope), Ph.D. (California-Los Angeles), Associate Professor of Chemistry. (1993)

Jorunn J. Buckley, Cand. mag (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Assistant Professor of Religion. (1999)

- Susan Burggraf**, A.B. (Rosemont), A.M., Ph.D. (Bryn Mawr), Visiting Assistant Professor of Psychology. (1999)
- Bradford Burnham**, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)
- Franklin G. Burroughs, Jr.**, A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Research Professor of the English Language. (1968)
- Helen L. Cafferty**, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)
- Johanna E. Campbell**, B.A. (Union), M.F.A. (Florida Atlantic), Lecturer in Theater. (Adjunct.)
- David C. Caputi**, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)
- Steven R. Cerf**, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. (1971)
- Kent John Chabotar**, B.A. (St. Francis College), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer and Senior Lecturer in Government. (1991)
- Eric L. Chown**, B.A., M.S. (Northwestern), Ph.D. (Michigan), Assistant Professor of Computer Science. (1998)
- Ronald L. Christensen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), Associate Dean for Academic Affairs for the Sciences and James Stacy Coles Professor of Natural Sciences. (1976)
- Carol E. Cohn**, B.A. (Michigan), Ph.D. (The Union Graduate School), Assistant Professor of Sociology and Women's Studies. (1993)
- David Collings**, A.B. (Pacific Union), A.M., Ph.D. (California-Riverside), Associate Professor of English. (1987)
- Thomas Conlan**, B.A. (Michigan), M.A., Ph.D. (Stanford), Assistant Professor of History and Asian Studies. (1998)
- Rachel Ex Connelly**, A.B. (Brandeis), A.M., Ph.D. (Michigan), Associate Professor of Economics. (1985)
- Michael Connolly**, B.A. (Brandeis), Coach in the Department of Athletics.
- Denis J. Corish**, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy. (1973)
- Thomas B. Cornell**, A.B. (Amherst), Professor of Art. (1962)
- Peter Coviello**, B.A. (Northwestern), M.A., Ph.D. (Cornell), Assistant Professor of English. (1998)
- Donald Crane**, B.S., M.S. (Montana State), Head Athletic Trainer. (1996)
- Elena Cueto-Asín**, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Assistant Professor of Romance Languages. (2000)
- Songren Cui**, B.A. (Zhongshan), M.A., Ph.D. (California-Los Angeles), Assistant Professor of Asian Studies. (1999)
- John D. Cullen**, A.B. (Brown), Assistant Director of Athletics and Coach in the Department of Athletics. (1985)

- Charlotte Daniels**, B.A./B.S. (Delaware), M.A., Ph.D. (University of Pennsylvania), Assistant Professor of Romance Languages. (1999)
- Katherine L. Dauge-Roth**, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan–Ann Arbor), Assistant Professor of Romance Languages. (1999)
- Lelia Lomba De Andrade**, B.A. (Rhode Island College), M.A., Ph.D. (Syracuse), Assistant Professor of Sociology and Africana Studies. (1994)
- Gregory P. DeCoster**, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)
- Deborah S. DeGraff**, B.A. (Knox College), M.A., Ph.D. (Michigan), Associate Dean for Academic Affairs and Associate Professor of Economics. (1991)
- Robert de Levie**, M.S., Ph.D. (University of Amsterdam), Visiting Coles Scholar and Adjunct Professor of Chemistry. (1999)
- Sara A. Dickey**, B.A. (Washington), M.A., Ph.D. (California-San Diego), Associate Professor of Anthropology. (*On leave of absence for the academic year.*) (1988)
- Patsy S. Dickinson**, A.B. (Pomona), M.S., Ph.D. (Washington), Professor of Biology. (1983)
- Linda J. Docherty**, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)
- Fernando Feliu-Moggi**, B.S. (Southern Illinois), M.A. (Pittsburgh), Visiting Instructor in Romance Languages.* (1999)
- Andrew Fisk**, B.A. (Rochester), M.S., Ph.D. (Rutgers), Adjunct Lecturer in Environmental Studies. (*Fall semester.*)
- Stephen T. Fisk**, A.B. (California-Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (1977)
- John M. Fitzgerald**, A.B. (Montana), M.S., Ph.D. (Wisconsin), Professor of Economics. (*On leave of absence for the academic year.*) (1983)
- Paul N. Franco**, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Associate Professor of Government. (*CBB London, fall semester.*) (1990)
- A. Myrick Freeman III**, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Research Professor of Economics. (1965)
- Paul Friedland**, B.A. (Brown), M.A. (Chicago), Ph.D. (California-Berkeley), Assistant Professor of History. (1997)
- Seth Garfield**, B.A., M.A., M.Phil., Ph.D. (Yale), Visiting Assistant Professor of History. (1997)
- Robert W. Gardner**, B.A. (Stanford), M.A., Ph.D. (California-Berkeley), Visiting Associate Professor of Sociology. (1999)
- David K. Garnick**, B.A., M.S. (Vermont), Ph.D. (Delaware), Associate Professor of Computer Science. (*On leave of absence for the fall semester.*) (1988)
- David R. George**, B.A., M.A. (Purdue), M.A. (Minnesota), Visiting Instructor in Romance Languages.* (2000)
- Timothy J. Gilbride**, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)
- Edward S. Gilfillan III**, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program.

- Christopher C. Glass**, A.B. (Haverford), M.Arch. (Yale), Adjunct Lecturer in Art.
- Eddie S. Glaude, Jr.**, B.A. (Morehouse), M.A. (Temple), M.A., Ph.D. (Princeton), Associate Professor of Religion and Africana Studies. (1996)
- Suzanne Globetti**, B.A. (University of Virginia), Visiting Instructor in Government.* (2000)
- Jonathan P. Goldstein**, A.B. (New York-Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)
- Celeste Goodridge**, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (1986)
- Robert K. Greenlee**, B.M., M.M. (Oklahoma), D.M. (Indiana), Associate Professor of Music. (1982)
- Lance L. P. Guo**, B.A., M.A. (Beijing Normal University), M.A. (Johns Hopkins), Ph.D. (Washington), Assistant Professor of Government and Asian Studies. (*On leave of absence for the fall semester.*) (2000)
- Michael S. Harper**, B.A., M.A. (California State), M.A. (Iowa), ad eundem (Brown), Visiting Professor of English on the Tallman Foundation. (*Spring semester.*)
- Anne Harris**, B.F.A. (Washington University), M.F.A. (Yale), Visiting Assistant Professor of Art. (2000)
- Barbara S. Held**, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (*On leave of absence for the academic year.*) (1979)
- Guillermo Herrera**, A.B. (Harvard), M.S., M.A. (Washington), Instructor in Economics.* (2000)
- K. Page Herrlinger**, B.A. (Yale), M.A., Ph.D. (California-Berkeley), Assistant Professor of History. (1997)
- Marc J. Hetherington**, B.A. (Pittsburgh), Ph.D. (Texas -Austin), Assistant Professor of Government. (1998)
- James A. Higginbotham**, B.S., A.M., Ph.D. (Michigan-Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund. (1994)
- James L. Hodge**, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German. (1961)
- John C. Holt**, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Professor of Religion. (*On leave of absence for the academic year.*) (1978)
- James A. Hornsten**, B.A. (St. Thomas), M.A. (Northwestern), Visiting Instructor in Economics.* (1999)
- John L. Howland**, A.B. (Bowdoin), Ph.D. (Harvard), Josiah Little Professor of Natural Science and Professor of Biology and Biochemistry. (1963)
- Mary Hunter**, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (*On leave of absence for the fall semester.*) (1997)
- George S. Isaacson**, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Government.
- Janice A. Jaffe**, A.B. (University of the South), A.M., Ph.D. (Wisconsin), Associate Professor of Romance Languages. (*On leave of absence for the academic year.*) (1988)
- Nancy E. Jennings**, B.A. (Macalester), M.S. (Illinois-Urbana-Champaign), Ph.D. (Michigan State), Assistant Professor of Education. (1994)

- DeWitt John**, B.A. (Harvard), M.A., Ph.D. (Chicago), Senior Lecturer in Government and Environmental Studies. (2000)
- Amy S. Johnson**, B.A. (California-Los Angeles), Ph.D. (California-Berkeley), James R. and Helen Lee Billingsley Associate Professor of Marine Biology. (*On leave of absence for the academic year.*) (1989)
- Kirk A. Johnson**, B.A. (Duke), M.S., Washington University–St. Louis, Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Sociology. (1999)
- R. Wells Johnson**, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1964)
- C. Michael Jones**, A.B. (Williams), Ph.D. (Yale), Associate Professor of Economics. (*On leave of absence for the spring semester.*) (1987)
- Gwyneth Jones**, Lecturer in Dance Performance. (Adjunct.)
- Susan A. Kaplan**, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center (1985)
- B. Zorina Khan**, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California-Los Angeles), Assistant Professor of Economics. (1996)
- Ann L. Kibbie**, B.A. (Boston), Ph.D. (California-Berkeley), Associate Professor of English. (*On leave of absence for the academic year.*) (1989)
- Matthew G. Killough**, Sc.B. (Brown), Ph.D. (New York University), Assistant Professor of Mathematics. (2000)
- Jane E. Knox-Voina**, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas-Austin), Professor of Russian. (1976)
- Michael Kolster**, B.A. (Williams), M.F.A. (Massachusetts College of Art), Visiting Assistant Professor of Art. (2000)
- Jennifer Clarke Kosak**, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Assistant Professor of Classics. (1999)
- Edward P. Laine**, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology. (1985)
- Henry C.W. Laurence**, B.A. (Oxford), Ph.D. (Harvard), Assistant Professor of Government and Asian Studies. (*On leave of absence for the academic year.*) (1997)
- Peter D. Lea**, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado-Boulder), Associate Professor of Geology. (1988)
- Daniel Levine**, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. (1963)
- Adam B. Levy**, B.A. (Williams), Ph.D. (Washington), Associate Professor of Mathematics. (1994)
- John Lichter**, B.S. (Northern Illinois), Ph.D. (Minnesota), Assistant Professor of Biology and Environmental Studies. (2000)
- Daniel Lieberfeld**, B.A. (Wisconsin-Madison), M.A.L.D., Ph.D. (Tufts), Visiting Assistant Professor of Government. (1997)
- Brian R. Linton**, B.A. (Allegheny), Ph.D. (Pittsburgh), Assistant Professor of Chemistry. (2000)

- Barry A. Logan**, B.A. (Cornell), Ph.D. (Colorado), Assistant Professor of Biology. (1998)
- Burke O. Long**, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Kenan Research Professor of the Humanities. (1968)
- Suzanne B. Lovett**, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)
- Larry D. Lutchmansingh**, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History. (*SITA Program, fall semester.*) (1974)
- Scott MacEachern**, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Assistant Professor of Anthropology. (1995)
- Stephen M. Majercik**, A.B. (Harvard), M.F.A., M.B.A. (Yale), M.S. (Southern Maine), Ph.D. (Duke), Assistant Professor of Computer Science. (2000)
- Janet M. Martin**, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. (1986)
- T. Penny Martin**, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education. (1988)
- Dana W. Mayo**, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Research Professor of Chemistry. (1962)
- Thomas E. McCabe, Jr.**, B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)
- James W. McCalla**, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California-Berkeley), Associate Professor of Music. (1985)
- Dean G. McCurdy**, B.S. (Acadia), Ph.D. (Carleton University, Ontario), Postdoctoral Fellow in Marine Biology and Adjunct Lecturer in Biology. (2000)
- Craig A. McEwen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), Dean for Academic Affairs and Daniel B. Fayerweather Professor of Political Economy and Sociology. (1975)
- Julie L. McGee**, A.B. (Bowdoin), M.A., Ph.D. (Bryn Mawr), Visiting Assistant Professor of Art. (1996)
- William McGee**, B.A., M.A. (Columbia), Assistant Coach in the Department of Athletics. (2000)
- John McKee**, A.B. (Dartmouth), A.M. (Princeton), Associate Professor of Art. (1962)
- Sarah F. McMahon**, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (*On leave of absence for the fall semester.*) (1982)
- Terry Meagher**, A.B. (Boston), M.S. (Illinois State), Coach in the Department of Athletics. (1983)
- Raymond H. Miller**, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)
- Calvin C. Moore**, B.S. (Florida A&M), J.D. (Harvard), Visiting Instructor in Sociology.* (2000)
- Richard E. Morgan**, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (*On leave of absence for the fall semester.*) (1969)

- John Morneau**, B.M. (New Hampshire), Director of Concert Band. (Adjunct.)
- Madeleine E. Msall**, B.A. (Oberlin), M.A., Ph.D. (Illinois-Urbana-Champaign), Assistant Professor of Physics. (1994)
- James Mullen**, B.F.A. (New Hampshire), M.F.A. (Indiana), Assistant Professor of Art. (1999)
- Elizabeth Muther**, B.A. (Wellesley), Ph.D. (California-Berkeley), Assistant Professor of English. (1993)
- Stephen G. Naculich**, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Associate Professor of Physics. (1993)
- Ayumi Nagatomi**, B.A. (Osaka City University), Lecturer in Japanese. (1999)
- Jeffrey K. Nagle**, A.B. (Earlham), Ph.D. (North Carolina), Professor of Chemistry. (*On leave of absence for the academic year.*) (1980)
- Karen Nakamura**, B.S. (Cornell), M. Phil. (Yale), Visiting Instructor in Anthropology and Asian Studies.* (2000)
- Mary Melissa Niblock**, B.A. (Richmond), Ph.D. (Wake Forest), Visiting Assistant Professor of Biology. (2000)
- Terri Nickel**, B.A. (Pacific Union), M.A. (Loma Linda), Ph.D. (California-Riverside), Visiting Assistant Professor of English. (1999)
- Takeyoshi Nishiuchi**, B.F.A. (San Francisco Art Institute), M.Arch., Ph.D. (California-Berkeley), Assistant Professor of Asian Studies. (*On leave of absence for the academic year.*) (1997)
- Chieko Numata**, B.A. (California- San Diego), Ph.D (Texas- Austin), Visiting Assistant Professor of Government and Asian Studies. (2000)
- Paul L. Nyhus**, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Frank Andrew Munsey Professor of History. (*On leave of absence for the spring semester.*) (1966)
- Kathleen A. O'Connor**, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)
- Clifton C. Olds**, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Professor of the History and Criticism of Art. (1982)
- Leakthina Chau-Pech Ollier**, B.A., M.A., C.Phil., Ph.D. (California-Los Angeles), Assistant Professor of Romance Languages. (1995)
- David S. Page**, B.S. (Brown), Ph.D. (Purdue), Charles Weston Pickard Professor of Chemistry. (1974)
- Michael F. Palopoli**, B.S., M.S. (Michigan-Ann Arbor), Ph.D. (Chicago), Assistant Professor of Biology. (1998)
- Kerry Ellen Pannell**, B.A., M.A. (University of Colorado- Boulder), Ph.D (Stanford), Visiting Assistant Professor of Economics. (2000)
- H. Roy Partridge, Jr.**, B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology and Africana Studies. (1994)
- Jane Paterson**, B.A. (Northwestern), M.S. (Smith), Coach in the Department of Athletics. (1998)

- Jill Pearlman**, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Visiting Assistant Professor of Environmental Studies. (1994)
- Nicola C. Pearson**, B.S. (St. Mary's College, London), Coach in the Department of Athletics. (1996)
- Stefanie Pemper**, B.A., M.P.E. (Idaho State), Coach in the Department of Athletics. (1999)
- Eric S. Peterson**, B.A. (Gustavus Adolphus), Ph.D. (California—Berkeley), Assistant Professor of Chemistry. (1999)
- Carey R. Phillips**, B.S. (Oregon State), M.S. (California-Santa Barbara), Ph.D. (Wisconsin-Madison), Professor of Biology. (*On leave of absence for the academic year.*) (1985)
- Melinda Plastas**, B.A. (Ohio Wesleyan), M.A. (SUNY-Buffalo), Visiting Instructor in Women's Studies. (1997)
- Irene Polinskaya**, B.A. equiv. (St. Petersburg State University), Instructor in Classics.* (2000)
- Christian P. Potholm II**, A.B. (Bowdoin), M.A., M.A.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. (1970)
- Elizabeth A. Pritchard**, A.B. (Boston College), M.T.S., M.A., Ph.D. (Harvard), Visiting Assistant Professor of Religion. (1998)
- Patrick J. Rael**, B.A. (Maryland-College Park), M.A., Ph.D. (California-Berkeley), Assistant Professor of History. (1995)
- Mridu Rai**, B.A. (Delhi), M.A. (Jawaharlal Nehru University), Ph.D. (Columbia), Assistant Professor of History. (1999)
- Anna Rein**, M.A. equiv. (University of Pisa), Adjunct Lecturer in Romance Languages. (*Fall semester.*)
- Marilyn Reizbaum**, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin-Madison), Professor of English. (1984)
- Nancy E. Riley**, B.A. (Pennsylvania), M.P.H., M.A. (Hawaii), Ph.D. (Johns Hopkins), Associate Professor of Sociology. (1992)
- Joel Roberts**, B.A. (Reed), M.S. (Oregon), M.S., Ph.D. (Ohio State), Visiting Assistant Professor of Mathematics. (1999)
- Rosemary A. Roberts**, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Associate Professor of Mathematics. (1984)
- Davis R. Robinson**, B.A. (Hampshire), M.F.A. (Boston University), Assistant Professor of Theater. (1999)
- Paul Ross**, D.Mus. (Colby), Orchestra Conductor. (Adjunct.)
- Lynn M. Ruddy**, B.S. (Wisconsin-Oshkosh), Assistant Director of Athletics and Coach in the Department of Athletics. (1976)
- Arielle Saiber**, B.A. (Hampshire), M.A., Ph.D. (Yale), Visiting Assistant Professor of Romance Languages. (1999)
- Judith Sanders**, B.A. (Yale), M.A. (Boston University), Visiting Instructor in English.* (2000)

- Paul Sarvis**, Lecturer in Dance Performance. (Adjunct.)
- Patricia J. Saunders**, B.S. (Maryland), M.A., Ph.D. (Pittsburgh), Assistant Professor of English. (1999)
- Paul E. Schaffner**, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (1977)
- Peter Schilling**, B.A. (Georgetown), M.A., Ph.D. (Columbia), Adjunct Assistant Professor of English. (*Fall semester.*)
- Elliott S. Schwartz**, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music. (1964)
- Scott R. Schon**, B.A. (Harvard), M.A., Ph.D. (Princeton), Associate Professor of Philosophy. (1993)
- Sudharshan D.S. Seneviratne**, B.A. (Delhi), M.A., Ph.D. (Jawaharlal Nehru University), Visiting Professor of Asian Studies on the Tallman Foundation. (*Fall semester.*)
- C. Thomas Settlemire**, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Professor of Biology and Chemistry. (1969)
- Brett L. Shadle**, B.A. (Northern Illinois), M.A. (Northwestern), Visiting Instructor in History.* (1999)
- Leslie C. Shaw**, B.A. (Maine-Orono), M.A. (Wyoming-Laramie), Ph.D. (Massachusetts-Amherst), Visiting Assistant Professor of Anthropology. (1998)
- David J. Silbey**, B.A. (Cornell), M.A., Ph.D (Duke), Visiting Assistant Professor of History. (2000)
- Lawrence H. Simon**, A.B. (Pennsylvania), A.B. (Oxford), M.A./ B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy. (1987)
- Peter Slovenski**, A.B. (Dartmouth), A.M. (Stanford), Coach in the Department of Athletics. (1987)
- Louisa M. Slowiaczek**, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. (1998)
- G. E. Kidder Smith, Jr.**, A.B. (Princeton), Ph.D. (California-Berkeley), Professor of History. (*On leave of absence for the spring semester.*) (1981)
- Philip H. Soule**, A.B. (Maine), Coach in the Department of Athletics. (1967)
- Allen L. Springer**, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)
- Randolph Stakeman**, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History. (*CBB South Africa, fall semester.*) (1978)
- J. Scott Staples**, B.A. (University of Maine), M.A., Ph.D. (Duquesne), Visiting Assistant Professor of Psychology. (2000)
- William L. Steinhart**, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Linnean Professor of Biology. (1975)
- Elizabeth A. Stemmler**, B.S. (Bates), Ph.D. (Indiana), Associate Professor of Chemistry. (1988)
- Sarah M. Stoycos**, A.B (Bowdoin), Visiting Instructor in Music.* (2000)
- Matthew F. Stuart**, B.A. (Vermont), M.A., Ph.D. (Cornell), Associate Professor of Philosophy. (1993)

- Dale A. Syphers**, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (1986)
- Susan L. Tananbaum**, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Associate Professor of History. (*On leave of absence for the academic year.*) (1990)
- Gregory J. Teegarden**, B.A. (Colorado- Boulder), M.S. (Maine- Orono), Ph.D. (Rhode Island), Visiting Assistant Professor of Biology. (1999)
- Ayanna Thompson**, A.B. (Columbia), M.A. (Sussex), Consortium for a Strong Minority Presence at Liberal Arts Colleges Scholar-in-Residence and Visiting Instructor in English.* (2000)
- Richmond R. Thompson**, B.S. (Furman), Ph.D. (Cornell), Assistant Professor of Psychology. (1999)
- Allen B. Tucker, Jr.**, A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Anne T. and Robert M. Bass Professor of Natural Sciences. (*On leave of absence for the spring semester.*) (1988)
- James H. Turner**, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics. (1964)
- John H. Turner**, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)
- David J. Vail**, A.B. (Princeton), M.A., M.Phil., Ph.D. (Yale), Adams-Catlin Professor of Economics. (1970)
- June A. Vail**, A.B. (Connecticut), M.A.L.S. (Wesleyan), Associate Professor of Dance. (1987)
- Krista E. Van Vleet**, B.S. (Beloit), M.A., Ph.D. (Michigan—Ann Arbor), Assistant Professor of Anthropology. (1999)
- William C. VanderWolk**, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Professor of Romance Languages. (1984)
- Glenn Wallis**, B.A. (Temple), M.A., Ph.D. (Harvard), Visiting Assistant Professor of Religion. (1999)
- Anthony E. Walton**, B.A. (Notre Dame), M.F.A. (Brown), Writer-in-Residence. (1995)
- James E. Ward**, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (1968)
- Jeffrey H. Ward**, A.B. (Dartmouth), M.A. (Columbia), Ashmead White Director of Athletics. (1998)
- William C. Watterson**, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. (1976)
- Susan E. Wegner**, A.B. (Wisconsin-Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (*On leave of absence for the spring semester.*) (1980)
- Marcia A. Weigle**, A.B., A.M., Ph.D. (Notre Dame), Associate Professor of Government. (*On leave of absence for the academic year.*) (1988)
- Jonathan Weiler**, A.B. (Michigan), M.A. (North Carolina), Ph.D. (North Carolina-Chapel Hill), Visiting Assistant Professor of Government. (1999)
- Allen Wells**, A.B. (SUNY-Binghamton), A.M., Ph.D. (SUNY-Stony Brook), Professor of History. (*On leave of absence for the academic year.*) (1988)

- Tricia Welsch**, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green, Jr. Fund. (1993)
- Mark C. Wethli**, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)
- Nathaniel T. Wheelwright**, B.S. (Yale), Ph.D. (Washington), Professor of Biology. (1986)
- Scott Wigderson**, B.A. (Hofstra), M.A. (Georgia State), Ph.D. (Wayne State), Adjunct Associate Professor of History. (*Fall semester.*)
- Richard A. Wiley**, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin), Adjunct Professor of Government.
- J. Michael Wilhelm**, B.A. (Lake Forest), M.S. (Southern Maine), Ed.D. (Maine), Adjunct Lecturer in Education. (*Fall semester.*)
- Jean Yarbrough**, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Professor of Government. (1988)
- Enrique Yepes**, B.A. (Universidad Pontificia Bolivariana), Ph.D. (Rutgers), Assistant Professor of Romance Languages. (*On leave of absence for the fall semester.*) (1996)
- Yiqun Zhou**, B.A. (Peking University), M.A. (Chicago), Visiting Instructor in Asian Studies.* (2000)

OFFICERS OF INSTRUCTION EMERITI

- John W. Ambrose, Jr.**, A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature Emeritus. (1966)
- Philip Conway Beam**, A.B., A.M., Ph.D. (Harvard), Henry Johnson Professor of Art and Archaeology Emeritus. (1936)
- Ray Stuart Bicknell**, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1962)
- Samuel Shipp Butcher**, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)
- Charles J. Butt**, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1961)
- Guy T. Emery**, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics Emeritus. (1988)
- Alfred H. Fuchs**, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)
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- Charles A. Grobe, Jr.**, B.S., M.S., Ph.D. (Michigan), Professor of Mathematics Emeritus. (1964)
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Michael W. Brown, B.A. (Southern Maine), Assistant Director.

Louann K. Dustin-Hunter, Reserve Certificate (Police Academy), A.S. (Southern Maine Technical College), Assistant Director.

SMITH UNION

Burgwell J. Howard, A.B. (Dartmouth), M.A. (Stanford), Director of Student Activities and the Smith Union / Assistant Dean of Student Affairs.

Susan Moore Leonard, B.S. (Maine-Orono), M.S. (Northeastern), Assistant Director of Student Activities and the Smith Union.

STUDENT AFFAIRS

Craig W. Bradley, A.B. (Dartmouth), M.Sc. (Edinburgh), Dean of Student Affairs.

Joann E. Canning, A.B. (West Virginia Wesleyan), M.S. (Utah), Coordinator of Accommodations for Students with Disabilities.

Timothy W. Foster, A.B. (Dartmouth), M.A. (North Carolina-Chapel Hill), Senior Associate Dean of Student Affairs.

Margaret Hazlett, A.B. (Princeton), M.Ed. (Harvard), Associate Dean of Student Affairs and Dean of First-Year Students.

Beth Levesque, Administrative Assistant to the Dean of Student Affairs.

Mya M. Mangawang, A.B. (Dartmouth), M.Ed. (Vermont), Assistant Dean of Student Affairs.

Wilbur Smith, A.B. (Bowdoin), Coordinator of Multicultural Student Programs.

Sharon E. Turner, B.A. (Maine-Orono), M.S. (Southern Maine), Assistant Dean of Student Affairs.

STUDENT AID

Stephen H. Joyce, B.A. (Williams), Ed.M. (Harvard), Director.

Joyce H. Lezburg, B.S. (Boston College), Associate Director.

Lisa S. Folk, B.A. (Bates), Assistant Director and Manager of Student Employment.

STUDENT RECORDS AND INSTITUTIONAL RESEARCH

Christine Brooks Cote, B.A. (University of San Diego), M.A. (California-Riverside), M.A. (Notre Dame), Ed.D. (Western Michigan), Director of Institutional Research and Registrar.

Margaret F. Allen, A.B. (Bowdoin), M.L.I.S. (South Carolina), Data Specialist.

Joanne Levesque, Associate Registrar.

Kathryn Tremper, B.A. (Hampshire), M.A. (Southern Maine), Assistant Registrar.

THEATER AND DANCE

Michael Schiff-Verre, B.S.W. (Southern Maine), Technical Director.

TREASURER'S OFFICE

Kent John Chabotar, B.A. (St. Francis), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer.

Gerald L. Boothby, B.A. (New Hampshire), M.B.A. (Plymouth State), Associate Vice President for Finance and Administration, Director of Budgets, and Associate Treasurer.

Cheryl L. Pelletier, Administrative and Finance Assistant.

Paula J. Volent, B.A. (New Hampshire), M.A. (New York University), M.B.A (Yale), Associate Treasurer.

UPWARD BOUND

Bridget D. Mullen, B.A., M. Phil. (College of the Atlantic), Director.

Michele Melanson, B.S. (Maine-Orono), M.A. (Lesley College), Academic Counselor/Coordinator of Student Services.

WOMEN'S RESOURCE CENTER

Karin E. Clough, A.B. (Dartmouth), J.D. (Tennessee), Director.

WOMEN'S STUDIES PROGRAM

Anne E. Clifford, B.A., M.L.S. (SUNY–Buffalo), Program Administrator.

WRITING PROJECT

Kathleen A. O'Connor, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director.

OFFICERS OF ADMINISTRATION EMERITI

Martha J. Adams, Assistant Director of Alumni Relations Emerita.

Mary C. Bernier, Director of Development Services Emerita.

Rhoda Zimand Bernstein, A.B. (Middlebury), A.M. (New Mexico), Registrar Emerita.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), L.H.D. (Bowdoin), Secretary of the College Emeritus.

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (California-Los Angeles), Director of the Computing Center Emeritus.

John Stanley DeWitt, Supervisor of Mechanical Services Emeritus.

Margaret Edison Dunlop, A.B. (Wellesley), Associate Director of Admissions Emerita.

James Packard Granger, B.S. (Boston University), C.P.A., Controller Emeritus.

Daniel Francis Hanley, A.B. (Bowdoin), M.D. (Columbia), Sc.D. (Bowdoin), College Physician Emeritus.

Helen Buffum Johnson, Registrar Emerita.

John Bright Ladley, B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Public Services Librarian Emeritus.

Thomas Martin Libby, A.B. (Maine), Associate Treasurer and Business Manager Emeritus.

Elizabeth Kilbride Littlefield, Administrative Assistant to the Dean for Academic Affairs Emerita.

Betty Mathieson Massé, Assistant to the Treasurer Emerita.

Betty Andrews McNary, Assistant Director of Annual Giving Emerita.

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian Emeritus.

Walter Henry Moulton, A.B. (Bowdoin), Director of Student Aid Emeritus.

Ann Semansco Pierson, A.B. (Bowdoin), Director of Programs in Teaching and Coordinator of Volunteer Services Emerita.

Judith Coffin Reindl, Administrative Assistant to the Vice President of Finance and Administration Emerita.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Principal Cataloger Emerita.

Kathryn Drusilla Fielding Stemper, A.B. (Connecticut College), Secretary to the President Emerita.

Doris Charrier Vladimiroff, A.B. (Duke), A.M. (Middlebury), Upward Bound Project Director Emerita.

Harry K. Warren, A.B. (Pennsylvania), Director of the Moulton Union, Director of Career Counseling, and Secretary of the College Emeritus.

Katharine J. Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director of the Bowdoin College Museum of Art Emerita.

Sidney John Watson, B.S. (Northeastern), Ashmead White Director of Athletics Emeritus.

Barbara MacPhee Wyman, Supervisor of the Service Bureau Emerita.

Alice F. Yanok, Administrative Assistant to the Dean of the College Emerita.

Committees of the College

2000-2001 COMMITTEES OF THE TRUSTEES*

Academic Affairs: Dennis J. Hutchinson, *Chair*; Linda G. Baldwin, Michele G. Cyr, Stanley F. Druckenmiller, Robert H. Edwards, Marc B. Garnick, William H. Hazen, Nancy Bellhouse May, Carolyn W. Slayman, John J. Studzinski; faculty member to be elected from the Curriculum and Educational Policy Committee; Perrin Lawrence '01, *student*, Meghan MacNeil '03, *alternate*; Craig A. McEwen, *liaison officer*.

Admissions & Financial Aid: Marijane L. Benner Browne, *Chair*; Deborah Jensen Barker, Geoffrey Canada, Michele G. Cyr, Robert H. Edwards, Marc B. Garnick, Wanda Fleming Gasperetti, Leon A. Gorman, Nancy Bellhouse May, Joan Benoit Samuelson, Steven M. Schwartz; Helen L. Cafferty, *faculty*; Dominique Alepin '03, *student*, John Hahn '01, *alternate*; Richard E. Steele, *liaison officer*.

Audit Committee: John A. Woodcock, Jr., *Chair*; David G. Brown, Philip R. Cowen, Samuel A. Ladd III, Edgar M. Reed, Kent John Chabotar and Gerald L. Boothby, *liaison officers*.

Committee on the Future: Richard H. Stowe, *Chair*, Deborah Jensen Barker, Philip R. Cowen, Dennis J. Hutchinson, Carolyn W. Slayman, Peter M. Small, David E. Warren, Barry N. Wish; James Higginbotham, C. Michael Jones, *faculty*; Lindsay M. Pettingill '02, P.J. Prest '02, *students*; Scott A. Meiklejohn, William A. Torrey, *liaison officers*.

Development & College Relations: Barry N. Wish, *Chair*; Deborah Jensen Barker, David G. Brown, Tracy J. Burlock, David M. Cohen, Robert H. Edwards, Laurie A. Hawkes, Gregory E. Kerr, Jane McKay Morrell, Steven M. Schwartz, Peter M. Small, Donald B. Snyder, Jr., Donald M. Zuckert; Susan A. Kaplan, *faculty*; Michel J. LePage, *alumni*; Brian S. M. Ryu '01, *student*, Eric S. Diamon '03, *alternate*; William A. Torrey, *liaison officer*.

Subcommittee on Communications: Jane McKay Morrell, *Chair*, Wanda Fleming Gasperetti, William S. Janes, Nancy Bellhouse May, Steven M. Schwartz; William A. Torrey, *liaison officer*.

Subcommittee on Planned Giving: Donald M. Zuckert, *Chair*, Thomas C. Casey, William S. Janes, James W. MacAllen, Edgar M. Reed; William A. Torrey and Stephen P. Hyde, *liaison officers*.

* *The President of the College is an ex officio member of all standing committees, except the Audit Committee.*

Executive: Donald R. Kurtz, *Chair*; Marijane L. Benner Browne, Philip R. Cowen, Stanley F. Druckenmiller, Robert H. Edwards, Dennis J. Hutchinson, James W. MacAllen, Linda H. Roth, D. Ellen Shuman, Barry N. Wish, John A. Woodcock, Jr.; Subcommittee chairs invited: Barry Mills, Jane McKay Morrell, Lee D. Rowe, Peter M. Small, Richard H. Stowe, Leslie Walker, Donald M. Zuckert; Representatives: William E. Chapman, *alumni*, Susan E. Bell, *faculty*; Elizabeth C. Warren, *parent*, Jeffrey E. Favolise '01, *student*; Richard A. Mersereau, *secretary*.

Facilities: Linda H. Roth, *Chair*; Robert H. Edwards, William H. Hazen, Richard A. Morrell, Edgar M. Reed, Donald B. Snyder, Jr., David E. Warren, Donald M. Zuckert; Mark C. Wethli, *faculty*; James L. Brown '01, *student*, Emily J. Duffus '03, *alternate*; Kent John Chabotar and William S. Gardiner, *liaison officers*.

Subcommittee on Properties: Peter M. Small, *Chair*; Norman P. Cohen, Craig A. McEwen, Robert H. Millar, Jane McKay Morrell, Richard A. Morrell, Campbell B. Niven, Richard A. Mersereau, William A. Torrey; Edward P. Laine, *faculty*; Kent John Chabotar and William S. Gardiner, *liaison officers*.

Financial Planning: Philip R. Cowen, *Chair*; Linda G. Baldwin, Walter E. Bartlett, Thomas C. Casey, Peter F. Drake, Robert H. Edwards, William D. Janes, Samuel A. Ladd III, John J. Studzinski, Robert F. White, David J. Vail, *faculty*; Jonathan A. Cowan '01, *student*, Owen D. Strachan '03, *alternate*; Kent John Chabotar and Gerald L. Boothby, *liaison officers*.

Investment: Stanley F. Druckenmiller, *Chair*; Walter E. Bartlett, Peter F. Drake, Robert H. Edwards, William S. Janes, Donald R. Kurtz, James W. MacAllen, Edgar M. Reed, D. Ellen Shuman, Peter M. Small, Richard H. Stowe, Frederick G. P. Thorne, Robert F. White, Barry N. Wish; B. Zorina Kahn, *faculty*; Lovey D. Roundtree '01, *student*, Joanie A. Taylor '03, *alternate*; Kent John Chabotar and Paula Volent, *liaison officers*.

Presidential Search: Barry Mills, *Chair*; Marijane L. Benner Browne, Geoffrey Canada, Stanley F. Druckenmiller, Leon A. Gorman, Jane McKay Morrell, D. Ellen Shuman, Carolyn W. Slayman, Frederick G. P. Thorne, Robert F. White, John A. Woodcock, Jr.; Lovey D. Roundtree '01 and John K. Thorndike '02, *students*, Steven R. Cerf, Deborah S. DeGraff, Madeleine Msall, *faculty*; Robert C. Vilas, *administrative staff*; Robert F. Lakin, *alumni*; Pamela M. Dorcus, *staff*; Richard A. Mersereau, *liaison officer*.

Student Affairs: James W. MacAllen, *Chair*; David M. Cohen, Peter F. Drake, Robert H. Edwards, Wanda Fleming Gasperetti, Laurie A. Hawkes, David A. Olsen, Frederick G. P. Thorne, Leslie Walker, David E. Warren, Robert F. White; Lawrence H. Simon, *faculty*; Elizabeth C. Warren, *parent*; Megan E. Faughnan '02, *student*, Joseph P. Turner, Jr. '03, *alternate*; Craig W. Bradley, *liaison officer*.

Subcommittee on Minority Affairs: Lee D. Rowe, *Chair*; Deborah Jensen Barker, Marijane L. Benner Browne, Tracy J. Burlock, Geoffrey Canada, Leon A. Gorman, Gregory E. Kerr, Michael H. Owens, Joan Benoit Samuelson; Lelia L. De Andrade, *faculty*; Harrison K. Leong '03, *student*, Andrea Y. Lee '03, *alternate*; Craig W. Bradley and Betty Trout-Kelly, *liaison officers*.

Trustee Affairs: D. Ellen Shuman, *Chair*; Robert H. Edwards, David A. Olsen, Michael H. Owens, Peter M. Small, Frederick G. P. Thorne, Leslie Walker, John A. Woodcock, Jr.; Richard A. Mersereau and William A. Torrey, *liaison officers*.

Subcommittee on Honors: Leslie Walker, *Chair*; Robert H. Edwards, Marc B. Garnick, D. Ellen Shuman; Marilyn Reizbaum, *faculty*; Amy DeLong Minton and William A. Torrey, *liaison officers*.

Additional Service: Linda H. Roth and Donald M. Zuckert also serve as members of the Museum of Art Executive Advisory Council.

Staff Liaison to the Trustees: Richard A. Mersereau

Secretary: Robert H. Millar

Assistant Secretary: Anne W. Springer

College Counsel: Peter B. Webster

Faculty Representatives

Executive Committee: Susan E. Bell

Trustees: Susan E. Bell and Peter M. Coviello

Student Representatives

Executive Committee: Jeffrey E. Favolise '01

Trustees: Jeffrey E. Favolise '01 and Meghan E. MacNeil '03

Alumni Council Representatives

Executive Committee: William E. Chapman II '63

Trustees: William E. Chapman II '63 and Michel J. LePage '78

Parents Executive Committee

Trustees: Elizabeth C. Warren

FACULTY COMMITTEES FOR 2000–2001

Denis J. Corish, *Faculty Parliamentarian*
 James E. Ward, *Faculty Moderator*
 William C. Watterson, *Clerk of the Faculty (fall)*
 Jane Knox-Voina, *Clerk of the Faculty (spring)*

Note: Numbers in parentheses indicate the year in which the current term on an elected committee ends.

Appeals (Reappointment, Promotion and Tenure): Louisa M. Slowiaczek (03), Nathaniel T. Wheelwright (03), Linda J. Docherty (03), James A. Higginbotham (03), K. Page Herrlinger (03), Marc J. Hetherington (03).

Appointments, Promotion and Tenure: William H. Barker (02), *Chair*; the Dean for Academic Affairs, Clifton C. Olds (03), Allen L. Springer (01), Elizabeth A. Stemmler (02), Matthew Stuart (02).

Governance: James E. Ward (01), *Chair*; Susan E. Bell (03), C. Thomas Settlemire (03), Peter M. Coviello (01), Scott MacEachern (02).

Appointed Faculty Committees

Administrative: The President, *Chair*; the Dean of Student Affairs, the Associate/Assistant Dean of Student Affairs, James Mullen, June A. Vail, Krista E. Van Vleet, and James H. Turner. Undergraduates: Sejica A. Kim '02 and one to be appointed. Alternate to be appointed.

Admissions and Financial Aid: Helen L. Cafferty, *Chair*; the Vice President for Admissions and Student Aid, the Dean of Student Affairs, the Director of Student Aid, T. Penny Martin, Leakthina C. Ollier, and Davis R. Robinson. Undergraduates: Dominique C. Alepin '03, Sarah H. Coleman '03, and John N. Hahn '01 (*alternate*).

Curriculum and Educational Policy: The Dean for Academic Affairs, *Chair*; the President, the Dean of Student Affairs, Pamela Ballinger, Richard D. Broene, Jorunn J. Buckley, Eric L. Chown, Janet M. Martin, and John H. Turner. Undergraduates: Todd A. Buell '03, Perrin B. Lawrence '01, and Meghan E. MacNeil '03 (*alternate*).

Faculty Affairs Committee: William L. Steinhart, *Chair*, the Dean for Academic Affairs, Lelia L. DeAndrade, R. Wells Johnson, Jennifer C. Kosak, and Patricia A. Welsch.

Faculty Resources: Barbara Weiden Boyd, *Chair*; the Dean for Academic Affairs, B. Zorina Khan, Elizabeth Muther, Richmond R. Thompson, and William C. VanderWolk. Alternate: Mark O. Battle.

Lectures and Concerts: Linda J. Docherty, *Chair*; the Director of Student Activities, Thomas D. Conlan, James L. Hodge, Barry A. Logan, and Elliott S. Schwartz. *Ex officio*: the Dean of Student Affairs. Undergraduates: Tiana S. Gierke '03 and Courtney M. Woo '03.

Library: Thomas B. Cornell, *Chair*; the College Librarian, Gregory P. DeCoster, Paul A. Friedland, Paul E. Schaffner, and Dale A. Syphers. Undergraduates: two to be appointed.

Off-Campus Study: Celeste Goodridge, *Chair*; the Director of Off-Campus Study, Songren Cui, Charlotte Daniels, and Jean M. Yarbrough. Undergraduate: Jennifer L. Cromwell '01 and one to be appointed.

Recording: Raymond H. Miller, *Chair*; the Dean of Student Affairs, Rachel J. Beane, Marc J. Hetherington, and Marilyn Reizbaum. Undergraduates: Maya S. Hunnewell '01 and one to be appointed. Alternate to be appointed.

Research Oversight: Nathaniel T. Wheelwright, *Chair*; the Dean for Academic Affairs, Joe Bandy, Suzanne B. Lovett, Herbert Paris, Christian P. Potholm III, and Ray S. Youmans, D.V.M.

Student Affairs: The Dean of Student Affairs, *Chair*; the Senior Associate Dean of Student Affairs, the Student Activities Coordinator, the Director of Athletics, John D. Cullen, Katherine L. Dauge-Roth, Lawrence H. Simon, and Mark C. Wethli. Undergraduates: Megan E. Faughnan '02, Catherine A. Price '03, Thomas G. Ryan '01, and Joseph P. Turner, Jr. '03.

Student Awards: Robert K. Greenlee, *Chair*; Jonathan P. Goldstein, Peter D. Lea, and Stephen G. Naculich.

Teaching: Scott Sehon, *Chair*; the Associate Dean for Academic Affairs, the Director of the Baldwin Center for Learning and Teaching, Nancy E. Jennings, Michael F. Palopoli, and Patrick J. Rael. Undergraduates: Geoffrey D. Chamberlain '01 and one alternate to be appointed.

Interdisciplinary Studies Program Committees

Africana Studies: Randolph Stakeman, *Chair (spring)*; the Assistant to the President for Multicultural Programs, Lelia L. DeAndrade, Eddie S. Glaude, Kirk A. Johnson, Daniel Levine, (*Chair, fall*), Scott MacEachern, James W. McCalla, Julie L. McGee, Elizabeth Muther, Patrick J. Rael, and Patricia J. Saunders. Undergraduates: all student majors.

Asian Studies: Kidder Smith, *Chair*; Thomas Conlan, Songren Cui, and Ayumi Nagatomi. Undergraduate: Jonathan M. Pitoniak '01.

Biochemistry: William L. Steinhart, *Chair*; John L. Howland, Brian Linton, Barry A. Logan, David S. Page, Eric S. Peterson, and C. Thomas Settlemire.

Environmental Studies: DeWitt John, *Chair*; Joe Bandy, Thomas B. Cornell, Edward S. Gilfillan, Edward P. Laine, John Lichter, Jill E. Pearlman (*spring*), Lawrence H. Simon, Allen L. Springer, David J. Vail, and Nathaniel T. Wheelwright.

Gay and Lesbian Studies: James W. McCalla, *Chair*; David A. Collings, Peter M. Coviello, Melinda Plastas (*spring*), and Susan E. Wegner (*fall*). Undergraduates: Aijalon M. Gomes '01, Jamie C. Rubenstein '03, and John B. Willett '01.

Latin American Studies: John Turner, *Chair*; Joe Bandy, Fernando Feliu-Moggi, Patricia J. Saunders, Leslie C. Shaw, Krista E. Van Vleet, Susan E. Wegner (*fall*), Nathaniel T. Wheelwright, and Enrique Yepes (*spring*).

Neuroscience: Louisa M. Slowiaczek, *Chair*; Patsy S. Dickinson, and Richmond R. Thompson.

Women's Studies: Rachel Ex Connelly, *Chair*; Carol E. Cohn, Peter M. Coviello, Mary K. Hunter (*spring*), Jane E. Knox-Voina, Melinda Plastas, Elizabeth A. Pritchard, Nancy E. Riley, and Patricia A. Welsch. Undergraduates: Jillian M. Barber '01, Katherine A. Joseph '01, and Anne H. Stevenson '01.

GENERAL COLLEGE COMMITTEES

Academic Computing: Adam B. Levy, *Chair*; the College Librarian, the Manager of Academic Computing, the Manager of the Educational Technology Center, James A. Higginbotham, John L. Howland, Eric S. Peterson, and Nancy E. Riley. Undergraduate: the Chair of the Student Computing Committee.

Administrative Computing Committee: Christopher T. Taylor, *Chair*; Lisa Folk, William P. Kunitz, John Norton, Ann C. Ostwald, Lisa L. Rendall.

Benefits Advisory: Vice President for Planning and Development, *Chair*; Director of Human Resources, Assistant Director of Human Resources, Barbara C. Harvey, Joanne Levesque, Daniel Levine, Rosemary A. Roberts.

Bias Incident Group: The President, *Chair*; the Dean of Student Affairs, an Assistant Dean of Student Affairs, the Director of Security, the Director of the Counseling Service, the Associate Vice President/Director of Communications and Public Affairs, William S. Gardiner, Gail Kezer Lowe, John McKee, Mridu Rai, Betty Trout-Kelly. Undergraduates: James Choe '01 and Karen E. Finnegan '03.

Bowdoin Administrative Staff Steering Committee: Mark A. Dickey, Rebecca F. Sandlin, *Co-Chairs*; H. Becky Koulouris, Beth Levesque, Charles Trudeau. *Ex officio*: Kathleen T. Gubser.

Budget and Financial Priorities: David J. Vail, *Chair*; the Treasurer, *Vice Chair*; the Dean for Academic Affairs, the Dean of Student Affairs, David A. Collings, Rosemary A. Roberts, Victoria B. Wilson, one administrative staff member to be appointed. Undergraduates: Jonathan A. Cowan '01 and Owen S. Strachan '03 (*alternate*).

Campus Safety: Susan F. Daignault, *Chair*; Cindy Bessmer, Michael W. Cobb, Timothy M. Carr, Donald W. Crane, Catherine D'Alessandro, Roberta M. Davis, Trish Gipson, Deborah A. Puhl, Angela D. Robertson, Dawn Toth, Joyce Walters.

Chemical Hygiene: Safety Officer (Chemical Hygiene Officer), the Assistant Director for Facilities Services, the Director of Facilities Management, Science Center Manager, the Director of Biology Laboratories, the Director of Chemistry Laboratories, Edward P. Laine, David S. Page, Mark C. Wethli. Staff: Judith Foster (Chemistry), David Roberts (Physics).

The Grievance Committee for Student Complaints of Sex Discrimination or Discrimination on the Basis of Physical or Mental Handicap: The Dean for Academic Affairs, *Chair*; Charles R. Beitz, Mary K. Hunter (*spring*), Kirk A. Johnson, Suzanne B. Lovett, and Susan E. Wegner (*fall*). Undergraduates: Joshua D. Phair '01 and three to be appointed.

Honor Code/Judicial Board: Stephen G. Naculich and Mridu Rai. *Alternates*: Denis J. Corish, Joel P. Roberts.

Information Technology Committee: The Dean for Academic Affairs and the Vice President for Finance and Administration, *Co-chairs*; the Director of Computing and Information Services, the Educational Technology Manager, the Librarian; and the chairs of the Academic Computing Committee, the Administrative Computing Committee, the Student Computing Committee, and the Web Policy Group.

Museum of Art Advisory Committee: Director of the Museum of Art, *Chair*; the Dean for Academic Affairs, the Director of the Art History Program, the Director of the Visual Arts Program, Charles R. Beitz, Celeste Goodridge, (*additional staff and alumni to be appointed*). Undergraduates: Chanda J. Ikeda '01 and E. Camilla Yamada '03.

Oversight Committee on Multicultural Affairs: Daniel Levine, *Chair*; the Treasurer, *Vice Chair*; the Dean for Academic Affairs, the Dean of Student Affairs, the Assistant to the President for Multicultural Affairs and Affirmative Action, Elizabeth Muther, and Victoria B. Wilson. Undergraduates: Harrison K. Leong '03 and Andrea Y. Lee '03 (*alternate*).

Oversight Committee on the Status of Women: Faculty: Jane E. Knox-Voina, *Chair*; Joe Bandy, and Elizabeth Pritchard (*alternate*). Administrative Staff: To be appointed. Support Staff: Elsa N. Martz, Victoria B. Wilson, and Joyce H. Whittemore. Undergraduates: Rebecca S. Roswig '01 and one alternate to be appointed.

Professional Development Committee: Kathleen T. Gubser, *Coodinator*; Pamela Dorcus, Dodie Martinson, Richard A. Mersereau, Elizabeth D. Orlic, and one support staff to be appointed.

Radiation Safety: C. Thomas Settlemyre, *Chair*; the Director of Safety, John L. Howland, David S. Page, Michael F. Palopoli, William L. Steinhart, and James H. Turner. Staff: Judith Foster (Chemistry), David Roberts (Physics).

Sexual Misconduct Board: Susan E. Bell, *Chair*; James E. Ward and designate of the Dean of Student Affairs. Two support staff to be appointed. Two administrative staff members to be appointed. Undergraduates: Two to be appointed.

Student Computing Committee: John A. Meyers '02, *Chair*; one student member to be appointed.

Support Staff Advocacy Committee: Brenda J. Myshrall, *Chair*; David N. Burgess, Lisa A. Bouchard, Steven A. Chadbourne, Phyllis A. Dumas, Lueree H. Horton, Julie G. Lemieux, Deborah D. Miller.

Web Policy Group: Scott W. Hood, *Chair*; Judy Montgomery, Larry O'Toole, Peter Schilling; faculty and student members to be appointed.

REPRESENTATIVES TO TRUSTEE COMMITTEES

Trustees: Susan E. Bell and Peter M. Coviello. Undergraduates: Jeffrey E. Favolise '01 and Meghan E. MacNeil '03. Alumni Council: two to be appointed. Parents Executive Committee: Elizabeth C. Warren.

Academic Affairs: Faculty member to be elected from Curriculum and Educational Policy Committee. Undergraduates: Perrin B. Lawrence '01, Meghan E. MacNeil '03 (*alternate*).

Admissions and Financial Aid: Helen L. Cafferty. Undergraduates: Dominique C. Alepin '03, John N. Hahn '01 (*alternate*).

Development and College Relations: Susan A. Kaplan. Alumni Council: one to be appointed. Undergraduates: Brian S. M. Ryu '01, Eric S. Diamon '03 (*alternate*).

Executive: Susan E. Bell. Alumni Council: one to be appointed. Undergraduate: Jeffrey E. Favolise '01.

Subcommittee on Properties: Edward P. Laine.

Facilities: Mark C. Wethli. Undergraduates: James L. Brown '01, Emily J. Duffus '03 (*alternate*).

Financial Planning: David J. Vail. Undergraduates: Jonathan A. Cowan '01, Owen D. Strachan '03 (*alternate*).

Investment: B. Zorina Kahn. Undergraduates: Lovey D. Roundtree '01, Joanie A. Taylor '03 (*alternate*).

Student Affairs: Lawrence H. Simon. Undergraduates: Megan E. Faughnan '02, Joseph P. Turner, Jr. '03 (*alternate*).

Subcommittee on Minority Affairs: Lelia L. De Andrade. Undergraduates: Harrison K. Leong '03, Andrea Y. Lee '03 (*alternate*).

Trustee Affairs - Subcommittee on Honors: Marilyn Reizbaum.

Bowdoin College Alumni Council

2000–2001

William E. Chapman II, A.B. (Bowdoin), *President*. Term expires 2002.

Michel J. LePage, A.B. (Bowdoin), *Vice President*. Term expires 2002.

Fawn B. Baird, A.B. (Bowdoin), M.B.A. (Rutgers). Term expires 2004.

Mark W. Bayer, A.B. (Bowdoin), J.D. (Columbia). Term expires 2003.

Katheryn Allen Berlandi, A.B. (Bowdoin), M.A. (New York). Term expires 2002.

Ronald C. Brady, A.B. (Bowdoin), M.P.A. (Princeton). Term expires 2002.

Ella Frederiksen Brown, A.B. (Bowdoin), J.D. (Virginia). Term expires 2003.

William Y. Christie, Jr., A.B. (Bowdoin), J.D. (Boston College). Term expires 2004.

Ann Price Davis, A.B. (Bowdoin), M.A. (Louisville). Term expires 2003.

Peter K. Deeks, A.B. (Bowdoin), M.B.A. (Columbia). Term expires 2002.

Jeff D. Emerson, A.B. (Bowdoin), M.S.T.M. (American). Term expires 2004.

Peter D. Fuller, A.B. (Bowdoin). Term expires 2004.

Chester E. Homer, Jr., A.B. (Bowdoin). Term expires 2004.

Julie Johnson-Williams, A.B. (Bowdoin), B.S.N. (Columbia). Term expires 2002.

Robert J. Kemp, A.B. (Bowdoin), M.B.A. (Harvard). Term expires 2003.

Robert F. Lakin, A.B. (Bowdoin), J.D. (Boston University). Term expires 2002.

Tamara A. Nikuradse, A.B. (Bowdoin), M.B.A. (Harvard). Term expires 2003.

Charles G. Pohl, A.B. (Bowdoin). Term expires 2002.

Edward G. Poole, A.B. (Bowdoin), J.D. (Pacific). Term expires 2002.

Sara P. Poor, A.B. (Bowdoin), M.S. (Boston University). Term expires 2004.

Steven J. Rose, A.B. (Bowdoin), M.D. (Rochester). Term expires 2004.

Joel B. Sherman, A.B. (Bowdoin), J.D. (New York). Term expires 2003.

Sherman David Spector, A.B. (Bowdoin), A.M., Ph.D. (Columbia). Term expires 2002.

Alan R. Titus, A.B. (Bowdoin). Term expires 2004.

Michael T. Townsend, A.B. (Bowdoin). Term expires 2003.

Richard G. Tuttle, A.B. (Bowdoin), J.D. (Cornell). Term expires 2004.

Sara Wasinger True, A.B. (Bowdoin). Term expires 2003.

Joyce A. Ward, A.B. (Bowdoin), M.L.S. (Columbia). Term expires 2002.

Laurie Apt Williamson, A.B. (Bowdoin), J.D. (Maine). Term expires 2004.

Staff Representatives: **Elizabeth D. Orlic**, B.A. (Colby), *Director of Annual Giving*; **William A. Torrey**, A.B., M.S.Ed. (Bucknell), *Vice President for Planning and Development*; **Kevin P. Wesley '89**, A.B. (Bowdoin), *Director of Alumni Relations and Secretary/Treasurer*.

Faculty Representative: **Julie L. McGee**, A.B. (Bowdoin), M.A., Ph.D. (Bryn Mawr), *Faculty Representative*. Term expires 2000.

Student Representatives: **Melanie Keene '03**, **Nicholas L. Miller '02**, **Claire E. Newton '02**.

APPENDIX

Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions established by vote of the Board of Trustees. There are also a number of fellowships, national awards, and prizes that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, and the Honors Day Program.

THE BOWDOIN PRIZE: This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed \$10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 1995. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The recipient of the award in 1995 was Senator George J. Mitchell '54. The award will be presented to Secretary of Defense William S. Cohen '62 in Fall 2000.

THE PRESERVATION OF FREEDOM FUND: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The most recent recipient of the award, in 1997, was Howard H. Dana, Jr '62, an associate justice of the Maine Supreme Court and founding member of the Maine Volunteer Lawyers Project.

THE COMMON GOOD AWARD: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society. (1915)

Sarah and James Bowdoin Scholars (Dean's List): Sarah and James Bowdoin Day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective credit/fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken credit/fail, but only one credit may be for a course(s) the student chose to take credit/fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 33.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Brown Memorial Scholarships: This fund, for the support of four scholarships at Bowdoin College, was given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown 1856, A.M. 1859. According to the provisions of this foundation, a prize will be paid annually to the best scholar in each undergraduate class who shall have graduated at the high school in Portland after having been a member thereof not less than one year. The awards are made by the city of Portland upon recommendation of the College. (1865)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, or humanities. The selected department chooses a student to honor by purchasing books and placing them with a nameplate in the department library. The student also receives a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce '05, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. '07, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana Studies. (1990)

Art

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to a student judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to a graduating senior judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel, Jr., Memorial Fund: A prize is awarded annually to the Bowdoin undergraduate who, in the judgment of the studio art faculty, is deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family: David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Philip Weston Meserve Fund: This prize was established in memory of Professor Philip Weston Meserve '11, "to be used preferably to stimulate interest in Chemistry." (1941)

William Campbell Root Award: This prize recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. '02, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Computer Science

Computer Science Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded annually in the fall to a senior judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

Economics

Paul H. Douglas Prize: This prize, awarded by the Department of Economics each spring in honor of Paul H. Douglas '36, a respected labor economist and United States Senator, recognizes a junior who shows outstanding promise in scholarship in economics.

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. '04, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Stanley Plummer Prizes: The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given each semester for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard, Jr., Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson '02 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith, Jr., Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr. '03, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Geology

Arthur M. Hussey II Prize in Geology: This prize, established by his colleagues in honor of Arthur M. Hussey II, Professor of Geology, is awarded annually for an outstanding research project by a senior majoring in Geology, with preference for field projects undertaken in Maine. The award recognizes Professor Hussey's lasting contributions to the Geology Department, notably his ability to inspire students through geological field work. (2000)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dube '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. '05, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Sociology and Anthropology

Matilda White Riley Prize in Sociology and Anthropology: This prize, established in honor of Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research, is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. '07, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a first-year student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

UNDERGRADUATE RESEARCH ASSISTANCE

In addition to the Bowdoin-based fellowships described below, students have the opportunity to be nominated for selection for a number of national research grants. Further information on undergraduate and graduate research grants and fellowships is available in the Office of the Dean of Student Affairs.

James Stacy Coles Undergraduate Research Fellowship Fund (1997): Established by gifts of family members and friends as a memorial to James Stacy Coles, the fund supports the activity of students engaged directly in serious scientific research. Fellowships are awarded annually to highly qualified students by the President of the College. The funds are used by students for substantial participation in a scientific research project under the direction of a faculty member who is independently interested in the area under study. While the name of the project differs from discipline to discipline, all projects give students first-hand experience with productive scholarly scientific research. Awards are made on the basis of the candidate's academic record, particular interests and competence, the availability of an appropriate research project, and a faculty member's recommendation.

Henry L. and Grace Doherty Charitable Foundation Coastal Studies Research Awards: Doherty Fellowships are awarded to students to support substantial participation in a scientific research project by a student under the direction of a faculty member who is independently interested in the subject under study. Fellowships are awarded for summer research projects in marine and coastal studies.

Freeman Fellowships for Student Research in Asia (1998): Awarded to Bowdoin students to encourage travel and research in Asia, these fellowships are intended to increase understanding and awareness of Asia among students majoring in any academic discipline by supporting research or study projects in Asia resulting in the award of academic credit. Fellowships may be taken during the summer months, between semesters, or to extend study away experiences. Fellowships may also be used to support credit-bearing summer language training in Asia. Fellowships may not be used for study away programs during the academic year. These fellowships are made possible by a generous grant from the Freeman Foundation.

Students are expected to develop proposals in consultation with a faculty mentor. Because Freeman Fellowships are intended to encourage scholarly work of academic value, projects should result in work that will earn course credit toward the Bowdoin degree, typically by means of an independent study or honors project or language study.

Recipients are chosen on the basis of the quality, coherence, and feasibility of the project described in the narrative proposal and the project's relevance to the student's educational plans. Applications are reviewed by a faculty committee, once in the fall, and once in the spring.

Students awarded fellowships will be expected to write a 1-3 page report that will be circulated to the faculty on the Freeman Committee and included in the institution's annual report to the Freeman Foundation.

Alfred O. Gross Fund: This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Fritz C. A. Koelln Research Fund: This fund was established in 1972 by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Edward E. Langbein, Sr., Summer Research Grant: An annual gift of the Langbein family is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed toward their major field or lifework. The grant is named in memory of a former president and secretary of the Bowdoin Fathers Association.

Mellon Minority Undergraduate Fellowships: The Mellon program provides two-year fellowships to undergraduate students of color who are interested in pursuing a Ph.D. and are considering a career in teaching at the college level. Students work with a faculty mentor. The grant provides funds for summer research and other expenses during the academic year.

National Conferences on Undergraduate Research (NCUR), Alice and Leslie E. Lancy Foundation Fellowships: Awarded to Bowdoin students to fund research projects in several disciplines, the Lancy fellowships are intended to support a vigorous student-faculty research program based on Bowdoin's coastal Maine environment. Up to twelve students, to be known as Lancy Scholars, receive summer research fellowships for projects in the humanities, social sciences, and terrestrial or marine sciences. It is expected that scholars' projects will be presented at a symposium and may result in extended research and honors thesis projects.

Public Interest Career Fund Fellowships: A generous gift from an anonymous donor has provided the College with funds to support students committed to enhancing social justice by serving the needs of the underserved and disadvantaged through policy making, direct service, or community organizing. The Public Interest Career Fund Summer Fellowship Program was established in 1996 to encourage students to intern for U.S.-based social services agencies, legal services, humanitarian organizations, and public education during the summer, with the hope that they will, as undergraduates, begin to build a foundation for future career development in these areas.

Surdna Foundation Undergraduate Research Fellowship Program: An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

AWARDS IN ATHLETICS

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the director of athletics, and the dean of student affairs. (1969)

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

J. Scott Kelnberger Memorial Ski Trophy: The trophy is presented by the family and friends in honor and memory of J. Scott Kelnberger '83. (1985)

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's 21 seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains and the dean of students. (1991)

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

The Maine Track Officials' Trophy: This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Major Andrew Morin Trophy: This trophy, endowed by long-time track official Major Andrew Morin, is given annually to the most dedicated long- or triple-jumper on the men's or women's team. The winner is selected by a committee of track coaches and track officials.

Hugh Munro, Jr., Memorial Trophy: This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, '05, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athlete whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Evelyn Pyun Award: Established in memory of Evelyn Pyun '02, the award is presented annually for outstanding dedication and loyalty to the women's cross-country team. The award honors the qualities of persistence, generosity, and enthusiasm that Evey brought to Bowdoin cross-country. (2000)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of student affairs. (1975)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

Peter Schuh Memorial Award: This trophy is presented to the most valuable player in the annual Bowdoin-Colby men's ice hockey game. (1995)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach, the director of athletics, and the dean of student affairs. (1969)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient is selected by the director of athletics and the dean of student affairs. (1975)

Society of Bowdoin Women Athletic Award: This award is presented each May to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the dean of student affairs. (1978)

Frederick G. P. Thorne Award: This award is presented to the male student athlete who has most demonstrated the qualities of leadership both in the athletic arena and outside it. (1999)

Ellen Tiemer Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1990)

Paul Tiemer Men's Lacrosse Trophy: This award, established in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1990)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach, the director of athletics, and the dean of student affairs. (1976)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually at Honors Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the Bowdoin Orient staff who have made significant contributions to the Orient in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, The Prologue, carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

The President's Award: This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the Bowdoin Orient staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Delta Sigma/Delta Upsilon Activities Fund: The income of this fund is used to support public events and individual projects that further the welfare and enhance the community of Bowdoin College, and that preserve and promote the fellowship, community, spirit, diversity, and ideals that Delta Sigma and Delta Upsilon offered to the Bowdoin community. (1997)

Faculty Development Fund: The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 2000 the award was given to Nancy E. Jennings, assistant professor of education. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce, Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Campus and Buildings

BOWDOIN COLLEGE IS LOCATED in Brunswick, Maine, a town of approximately 22,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 200-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the Department of English. The building was designated a Registered Historical Landmark in 1971, and the campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall, **Memorial Hall**, built to honor alumni who served in the Civil War and completed in 1882, was completely renovated and reopened in Spring 2000. The historic building contains the modernized 610-seat **Pickard Theater** and the 150-seat **Wish Theater** in a pavilion linked to Memorial Hall by a glass atrium. New support space houses a scene shop, a costume shop and storage, rehearsal spaces, and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894) has also undergone a complete renovation. The remodeled facility houses the Departments of Physics, Mathematics, and Computer Science, and the **Baldwin Center for Learning and Teaching**. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the Department of Art, as well as **Kresge Auditorium**, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead & White, houses the **Bowdoin College Museum of Art**; and the **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the Department of Music. At the southwest corner of the quadrangle is **Hawthorne-Longfellow Hall** (1965), which houses the main facilities of the College library, including the Special Collections suite on the third floor. The offices of the president and the dean for academic affairs are located on the west side of Hawthorne-Longfellow Hall.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the Peary-MacMillan Arctic Museum and Arctic Studies Center; the Departments of Economics, Government, and History; Computing/Information Services; and the library's Susan Dwight Bliss Room, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library and contains stacks and a study room.

On the east side of the Quad stands a row of six historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls—and **Seth Adams Hall** (1861), a classroom and office building that once served as the main facility of the Medical School of Maine. In the center of this row is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 120 feet. A magnificent restoration of the historic Chapel interior was completed in 1997-98. The Department of Psychology occupies **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), the **David Saul Smith Union** (1995, originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Curtis Pool Building** (1927), and **Dayton Arena** (1956). **Whittier Field**, **Hubbard Grandstand** (1904), and the **John Joseph Magee Track** are across Sills Drive through the pines behind Dayton Arena.

The **David Saul Smith Union** houses a large, central, open lounge, the College bookstore and mailroom, a café, Jack Magee's Pub, a game room, meeting rooms, and student activities offices.

To the north of this cluster of buildings, a new multidisciplinary science center (1997) combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for a nineteenth-century professor who was a pioneer in geological studies. The new facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the Departments of Biology, Chemistry, and Geology, and the Environmental Studies Program offices.

Adjoining the science facilities is **Sills Hall** (1950), home to the Departments of Classics, German, Romance Languages, and Russian; and the Language Media Center. One wing of Sills Hall, **Smith Auditorium**, has a newly renovated auditorium for films and performances.

To the south of the athletic buildings and the Smith Union, an area now called the **Coe Quadrangle** adjoins the **Moulton Union** (1928), which contains the offices of the dean of student affairs, the residential life staff, and the Office of Student Records, as well as dining facilities, several lounges, and the Career Planning Center. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Building** (1917), which contains student health care offices on the first floor and the Campus Services copy center and the WBOR radio station in the basement. The upper floors house the Office of Off-Campus Study, the Alumni Career Programs office, and faculty offices.

On College Street near Coles Tower, the **John Brown Russwurm African-American Center** (1827), a former faculty residence previously known as the Little-Mitchell House, was opened in 1970 as a center for African-American studies. Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and additional offices. The campus telephone switchboard is located in the lobby of Coles Tower. Connected to the tower are new and expanded dining facilities, to be named the **Thorne Dining Commons**, which include **Wentworth Hall** and **Daggett Lounge**. **Sarah Orne Jewett Hall**, the third side of the Coles Tower complex, currently houses the Admissions Office.

To the east of the Coles Tower complex are two new residence halls completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin*. A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some 70 educational institutions, among them Howard University. Bowdoin's newest residence hall, **Chamberlain Hall**, named for Joshua Lawrence Chamberlain of the Class of 1852, was completed in the summer of 1999 and stands on the west side of Coles Tower.

The building at 22 College Street, which stands to the east of Coles Tower and which housed the Delta Kappa Epsilon and the Kappa Delta Theta fraternities, has been acquired by the College and named the **Burton-Little House** in honor and memory of Harold Hitz Burton (Class of 1909, LL.D. 1937), United States Supreme Court Justice from 1945 to 1958; and of George T. Little (Class of 1877), who was for many years a Bowdoin professor, librarian, and College historian and an ardent benefactor of the Delta Kappa Epsilon fraternity. The Burton-Little House is undergoing extensive renovation and will become the Admissions Office. The Student Aid Office is located at **Gustafson House**, 261 Maine Street.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The **Women's Resource Center**, at 24 College Street, includes a library and meeting rooms. The **Herbert Ross Brown House**, at 32 College Street, now houses the Counseling Service offices.

Johnson House (1849), on Maine Street, named for Henry Johnson, a distinguished member of the faculty, and Mrs. Johnson, was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the Johnson House ell, is used for small classes, seminars, and conferences. **Ashby House** (1845-55), next to Johnson House, is occupied by the Departments of Religion and Education.

On Bath Road, **Ham House** and **Getchell House** have both undergone recent extensive renovations. Ham House now serves as the location of the Treasurer's Office, while Getchell House contains offices of the philosophy department and faculty in Latin American studies. The **Matilda White Riley House** at 7 Bath Street houses the Department of Sociology and Anthropology.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**; **Pickard Field House** (1937); the new **Bowdoin Squash Center** with seven international courts; eight outdoor tennis courts; **Pickard Field**; and 35 acres of playing fields.

Rhodes Hall, once the Bath Street Primary School, houses the offices of the Departments of Facilities Management and Security and a few faculty offices. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the Development Office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin. Number **79 Federal Street**, formerly the home of Professor of Sociology Burton Taylor, was acquired by the College in 1997. **Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, is the president's house. Offices of the *Bowdoin Orient* are located at **12 Cleaveland Street**.

Student residences and fraternity houses, many of them in historic houses, are scattered in the residential streets around the campus. Several of these have been selected to serve as College Houses as part of the new College House System. These include **Baxter House**, designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **7 Boody Street**, formerly the Chi Psi fraternity house, now on loan to the College; **Helmreich House**, formerly the Alpha Rho Upsilon fraternity house and named in honor of Professor Ernst Helmreich; the former Alpha Delta fraternity house, now named **Howell House** in honor of Bowdoin's 10th president, Roger Howell, Jr.; and the former Psi Upsilon fraternity house, now named the **George (Pat) Hunnewell Quinby House** in honor of a former director of theater at Bowdoin (1934-1966).

Additional College-owned student residences include the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students; **10 Cleaveland Street**; **30 College Street**; **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947; the **Harpwell Street Apartments** and the **Pine Street Apartments**, designed by Design Five Maine and opened in the fall of 1973; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. A new office building, the **McLellan Building**, located a few blocks from campus at **85 Union Street**, houses the offices of Human Resources, Communications and Public Affairs, the Controller's Office, computer training classrooms, art studios, and a large conference room. Research and field stations, which in some cases also serve as areas for outdoor recreation, include the **Bowdoin Pines**, on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; the **Coastal Studies Center**, with marine and terrestrial laboratories and a farmhouse and seminar facility on nearby Orr's Island; the **Breckinridge Conference Center** in York, Maine; and the **Bowdoin Scientific Station** at Kent Island, Bay of Fundy, Canada. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team.

The architectural history of the campus is thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.

College Offices and Departments

Admissions Sarah Orne Jewett Hall (65), D-9

African American Program and Society Russwurm House (68), E-10

Alumni Relations Office Cram Alumni House (44), J-5

Annual and Reunion Giving Office 85 Federal St. (45), I-5

Apartments

Brunswick Apartments: (74), B-C-10

Cleveland St. Apartments, 10 Cleveland St.: (20), K-10

Harpwell Street Apartments: (50), A-4

Mayflower Apartments, 14 Belmont St.: (75), D-13

Pine St. Apartments, 1 Pine St.: (46), G-1

Art Visual Arts Center (13), G-12

Asian Studies Program 38 College St. (56), F-5

Athletics

Dayton Arena (35), G-5

Farley Field House (52), B-6; New Squash Courts (51), B-5

Morrell Gymnasium (34), H-6

Pickard Field House (53), C-6

Whittier Field House (47), F-3

Baldwin Center for Learning and Teaching Searles Science Building (14), H-12

Biology Druckenmiller Hall (31), H-5

Bookstore Smith Union (38), G-6

Bowdoin College Museum of Art (12), G-12

Career Planning Center Moulton Union (42), F-8

Chemistry Cleveland Hall (30), I-6

Children's Center I (54), D-7; **Children's Center II** (73), C-11

Classics Sills Hall (29), I-7

Coastal Studies Center A-B, 1-2

Communications, Office of, McLellan Building (not shown on map)

Computer Science Searles Science Building (14), H-12

Computing and Information Services Hubbard Hall (9), F-10

Copy Center Dudley Coe Building (39), G-6

Counseling Service Herbert Ross Brown House (57), F-6

Dean for Academic Affairs Hawthorne-Longfellow Hall (10), F-11

Dean of Student Affairs Moulton Union (42), F-8

Development and College Relations 85 Federal (45), I-5

Dining Service

Moulton Union (42), F-8

Smith Union (38), G-6

Thorne Dining Complex (66), D-9/10

Wentworth Hall (66), D-9/10

Economics Hubbard Hall (9), F-10

Education Ashby House (78), F-13

Educational Technology Center Hawthorne-Longfellow Library (10), F-11

English Massachusetts Hall (1), I-9

Environmental Studies Hatch Science Library (32), H-7

Events and Summer Programs Curtis Pool Building (40), G-7



10 11 12 13 14 15 16



10 11 12 13 14 15 16

Film Studies Sills Hall/ Massachusetts Hall (29/1), I-7 & I-9

Geology Druckenmiller Hall (31), H-5

German Sills Hall (29), I-7

Government Hubbard Hall (9), F-10

Hatch Science Library (32), H-7

Hawthorne-Longfellow Library (10), F-11

Health Services Dudley Coe Building (39), G-6

History Hubbard Hall (9), F-10

Human Resources McLellan Building (not shown on map)

Institutional Research Moulton Union (42), F-8

Mathematics Searles Science Building (14), H-12

Museum of Art Walker Art Building (12), G-12

Music Gibson Hall (11), F-11

Off-Campus Study Dudley Coe Building (39), G-6

Peary-MacMillan Arctic Museum Hubbard Hall (9), F-10

Philosophy Massachusetts Hall (1), I-9

Physics and Astronomy Searles Science Building (14), H-12

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